DOCUMENT RESUME

ED 342 714 SO 022 031

TITLE	United States and New York State History: Grade 7. A Multicultural Perspective. Volume II.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y.
REPORT NO	ISBN-155839-128-1
PUB DATE	90
NOTE	327p.; For volumes containing units 1-2 and 5-6, see SO 022 030-032.
AVAILABLE FROM	New York City Public Schools, 131 Livingston Street, Brooklyn, NY 11201 ($15.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Curriculum Development; Educational Resources; Global Approach; *Grade 7; Junior High Schools; *Learning Activities; Minority Groups; *Multicultural Education; Social History; Social Studies; *State History; Teaching Methods; *United States History
IDENTIFIERS	*New York

ABSTRACT

This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested approaches for teaching the third and fourth units of the six unit syllabus. Unit 3 is titled "A Nation is Created"; and Unit 4 is titled "Experiments in Government." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in unit 3 include: "To what extent were the American colonists ready for self-government by the 1750s?: and ""Why were the American Colonists victorious in the revolutionary war?" Examples of activities contained in Unit 4 include, "Why was the Constitution called 'a bundle of compromises'?" and "Is the Constitution flexible enough to meet the challenges of changing times?" A lengthy bibliography is included at the end of each unit. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342714

Grade 7
United States and New York State History

A Multicultural Perspective

Volume II

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
ELAINE BENNETT
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BOARD OF EDUCATION CITY OF NEW YORK

New York City Public Schools • Joseph A. Fernandez, Chancellor

SO 022 031

BEST COPY AVAILABLE

Grade 7

United States
and
New York State History

A Multicultural Perspective

Volume II

BOARD OF EDUCATION CITY OF NEW YORK

New York City Public Schools • Joseph A. Fernandez, Chancellor

New York City Board of Education

Gwendolyn C. Baker, President
Irene H. Impellizzeri, Vice President

Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra

Joseph A. Fernandez
Chancellor

Nilda Soto Ruiz
Chief Executive for Instruction

Copyright 1990
by the Board of Education of the City of New York

ISBN 155839-128-1

Application for permission to reprint any section of this material should be made to the Chancellor, 110 Livingston Street, Brooklyn, NY 11201. Reprint of any section of this material shall carry the line, "Reprinted from *Grade 7 United States and New York State History: A Multicultural Perspective, Volume II* by permission of the Board of Education of the City of New York."

New York City public schools should order additional copies of this publication from the Bureau of Supplies. Other persons or institutions may obtain copies of this publication from Instructional Publications, Room 613, 131 Livingston Street, Brooklyn, NY 11201. See current catalog for price. For information call (718) 935-3990.

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201; or to the Director, Office for Civil Rights, U.S. Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

FOREWORD

The students of the New York City Public Schools represent a microcosm of our increasingly global society. As such, our youth need to understand and respect the richness of diversity and to relate positively to the cultural and linguistic mosaic created in their classrooms.

To meet this need the New York City Public Schools are implementing a broad program of multicultural education in all subject areas of the curriculum. Social studies, by their very nature, form the "hub" of this multicultural education program. United States and New York State History, the course of study for grades 7 and 8, affords many opportunities for students to understand how the customs, beliefs, ideals, literature, art, and music of our various cultural and ethnic groups have shaped and influenced movements and events in our nation's history.

The presentation of United States history from many perspectives also helps students to develop critical thinking skills, which can be applied to the analysis and understanding of current issues. I believe that Grade 7 United States and New York State History: A Multicultural Perspective will assist teachers and students in gaining a new and deeper understanding of the ways in which the many cultural and linguistic groups have enriched American life and that this understanding will lead to greater harmony and a better world in which to live.

Nilda Soto Ruiz

Nilda Soto Ruiz
Chief Executive for Instruction

ACKNOWLEDGMENTS

United States and New York State History: A Multicultural Perspective is a project of the Office of the Chief Executive for Instruction, Nilda Soto Ruiz. It was developed under the auspices of Dr. Yvette Jackson, Executive Director of the Division of Instruction and Professional Development.

Elliot Salow, Director of Social Studies, and Lloyd Bromberg, Assistant Director of Social Studies, provided overall supervision and guidance for the development of the course's outline and learning activities.

We gratefully acknowledge the contributions of the following people:

Hannibal Ahmed, Louis D. Brandeis HS
Robert Alessandro, Richard R. Green JHS
John Arias, Foreign Language Unit, Division of Bilingual Education
Francine Ballan, CIMS - Communication Arts
Herbert Boyd, College of New Rochelle
Sumner Braunstein, Consultant
Geoffrey Cabat, Seward Park HS
James Campbell, PS 123M
Charles Chin, China Historical Project
Diego Colon, Kingsborough Community College, CUNY
Elaine Davis, PS 116Q
Amon Diggs, William C. Bryant HS
Sybil Evans, Consultant
Luis Nieves Falcon, University of Puerto Rico
Eileen Fitzpatrick, Editorial Unit
Harold Greenberg, Consultant
Warren Halliburton, Consultant
Patricia Herbert, PS 91Q
Reyes Irizarry, James Monroe HS
Patrick Jiang, Seward Park HS
William Loren Katz, Consultant
Majorie Lightman, Consultant
Rosemary Lopez Kimpton, Office of Multicultural Education
Joan Maynard, The Weeksville Society
Maureen Maguire, Curriculum Specialist
Susan Miller, PS 133K
Eileen Neeson, Social Studies Unit
Jose L. Ramos, JHS 117X
Ira Rudin, I.S. 96K
Susan Rudin, Social Studies Unit
Aurea Rodriguez, Division of Bilingual Education
William Seraille, City College, CUNY
Basilio Serrano, The State University of New York, College of Old Westbury
Burt E. Shuman, Jackson Heights-Elmhurst Kehillah
Alan Singer, Franklin K. Lane HS
Nicholas Spilotro, Italian American Heritage Committee, ATSS/UFT
Ira Zornberg, Thomas Jefferson HS

Special thanks are extended to the following reviewers of the curriculum guide:

Beryle Banfield, Metro Center for Educational Research and Development, New York University

Yvonne Beamer, Native American Education Program, Division of Bilingual Education

Stephanie Betancourt, Native American Education Program, Division of Bilingual Education

Shirley Hume, Hunter College, CUNY

Evelyn Kalibala, Office of Multicultural Education

Charlotte Morgan, Herbert H. Lehman College, CUNY

Arturo Sanchez, Hostos Community College, CUNY

Gabrielle Tayac, Amnesty International, USA

Ellen Zaltzberg, Mayor's Office for the Lesbian and Gay Community

The manuscript was prepared for publication by Instructional Publications, Dr. Nicholas A. Aiello, Director; Alaire Mitchell, Assistant Director of Curriculum Research; Regina Paleski, Copy Chief; and Kent Beaty, Desktop Publishing Specialist. Project Editors were Christopher Sgarro and Tina Layton. Patricia DePalo, Kim Valvera, Josephine Grady, and Clemente Pierre provided word processing. Cover design was by Kent Beaty. Graphic assistance was by Tom Wright.

INTRODUCTION TO
UNITED STATES AND NEW YORK STATE HISTORY:
A MULTICULTURAL PERSPECTIVE

This New York City resource guide, United States and New York State History: A Multicultural Perspective, provides a wide range of suggested approaches and materials from which teachers can select as they implement the New York State syllabus for grades 7 and 8. Each school has unique needs that can only be met when maximum flexibility is provided for. The materials contained in this resource guide allow teachers to choose the activities most appropriate for their students.

New York State's population is becoming increasingly diverse -- ethnically, culturally, and linguistically. Demographers say that by the year 2000 one of every three New York State resident will be what we now call a "minority"; and the trend gives every indication of continuing. The Census Bureau estimates that about 90,000 people annually emigrate to New York State from other countries. In New York City, one child in four under the age of ten is the offspring of a non-English-speaking immigrant parent.

This diversity is not a liability, but an asset. In today's world and tomorrow's, our ability as a city, state, and nation to compete economically depends in part on educating well all of our children, whatever their backgrounds. Our success also depends on our ability to understand other cultures and societies. If we wish to communicate effectively with the majority of the world's people, who are not white and English-speaking, we must know more about how they see the world.

Unhappily, a disproportionate number of our "minority" students are not succeeding in school. There are many reasons for this pattern. But we know that if children are to do well in school they must experience the school as an extension of home and community, not a rejection of it. Research tells us that if children are to achieve they must trust their teachers and feel good about themselves.

These considerations establish the need for curricula and teaching that represent children's cultural backgrounds and help them to discover more about themselves and people like them. At the same time, curricula must offer children the opportunity to learn about and appreciate cultures other than their own. To this end, the New York City Public Schools have adopted a comprehensive multicultural education program.

Multicultural education is a process designed to foster knowledge, understanding, and constructive intergroup relations among people of many different cultures. Ideally, it encourages people to see different cultures as a source of learning and to respect diversity in the local, national, and international environment.

Multicultural education first requires that students build an awareness of their own cultural heritage while understanding that no one culture is intrinsically superior to another; second, multicultural education requires that students develop those analytical and communication skills that will help them to participate fully as effective citizens in a multicultural city, state, and nation. In the final analysis, all education should be multicultural education.

This curriculum resource guide is but one component of the New York City Public Schools' multicultural education program. While based upon the New York State syllabus for grades 7 and 8, this bulletin often goes beyond the current state program to include more of the often neglected roles, perspectives, and contributions of a variety of cultural and ethnic groups in United States history.

The grade 7 and 8 course, United States and New York State History, is a chronologically organized two-year course of study. The two-year sequence traces the human experience in the United States from earliest times to the present, tying major political, economic, and social trends in United States history to parallel trends and timeframes in New York State history. References are also made to Canada and Mexico, where relevant to the history of the United States.

One cannot understand United States and New York State history without understanding the history and culture of its major ethnic and cultural components. We must, of course, understand our immediate origins in the nation-states of Europe and in their philosophic and political roots. But we cannot understand American history, nor many of the social and political phenomena of the present, without also understanding the African-American experience, the American Indian experience, and the experience of Latino and Asian peoples throughout that history, as well as all of the varied groups who have helped to shape our institutions and our sensibilities.

In planning for instruction, teachers must be diligent in selecting information and materials that promote self-esteem as well as a sense of national pride in all students. Students who are exposed to content and use materials that recognize the contributions of women and minorities will be better able to achieve New York State program goals of promoting respect for others. The course of study for grades 7 and 8 must respect the diversity of the people who have been and continue to be the population of the United States, New York State, and New York City.

To this end, we have emphasized in our curriculum guide certain multicultural themes: Culture/Diversity, Movements of People, Contributions, and the Struggle for Equality. In selecting the materials and activities to develop these themes, we have been guided by the following principles:

- Historical events must be studied from a variety of cultural perspectives. A study of the American Revolution, for example, will include its impact on women, African-Americans, and American Indians. Where possible, the members of a particular group will be allowed to tell their group's story in their own voices.

- Historical movements are as important, and often more important, than the individuals who enact them. It is more important, for example, that students understand the impact of immigration on American society than be able to identify the contributions of specific immigrants.

- Focus should be not only on the victimization of cultural and ethnic groups, but also on their struggle for equality. Rather than stress the undeniable oppression, more can be gained for students' self-esteem by emphasizing these groups' struggles for equal rights, their cooperation with other ethnic and cultural groups in those struggles, and their achievements.

The Social History Approach

By striving to include the histories, perspectives, and contributions of all Americans -- women, African-Americans, American Indians, and ethnic minorities -- the grades 7 and 8 resource guide is in consonance with the social history approach used in the State syllabus for grades 7 and 8.

Social history as an approach to the study of the past is relatively new in history education. It is even newer as an organizing framework for primary and secondary school curricula. By examining a wide range of human activities, and focusing on common people and everyday events, educators can capture the attention and interest of young people who have often characterized the study of history as "boring" and "irrelevant." By focusing on this approach, we can both enliven the teaching of history and spark an interest in learning history. To this end, we have attempted to use throughout this resource guide the ten social history "postholes" identified in the State syllabus. They are:

- Life Cycles: Birth, Childhood, Adulthood, Old Age, Death
- Home and Family Living
- Schools and Education
- Labor and Work Patterns
- Political Participation
- Religion and Religious Activity
- Crime and Punishment
- Leisure and Recreation Activity
- Literature, the Arts, and Music
- Styles and Fashions

In addition to increasing student interest levels, a social history approach provides students with opportunities for the development of content knowledge, expansion of conceptual frames, and an understanding of the major ideas of the social sciences. The use of social history as an organizer helps students develop social studies skills such as getting, using, and presenting information; making inferences and drawing conclusions from the information; and applying of the information and skills to decision making, problem solving, critical thinking, and valuing.

The Course of Study

Mindful of the characteristics and needs of learners, the approach to United States and New York State history in grades 7 and 8 builds upon the familiar. Students explore United States history by looking at the evidence of that history in their own state and local community. Building on previous learning from grade 4, children who are now able to think forward and backward in time can deal with cause and effect, explore multiple causation, and understand history in a far more comprehensive way. While students in grade 4 are only able to deal with and understand slices of time, students in grades 7 and 8 are better able to associate and relate historical concepts and understandings.

The course is organized into twelve units of study to be developed and explored within a two-year timeframe. While the State syllabus does not specify which units are to be studied in which grades, this New York City curriculum resource guide delineates Units 1-6 of the syllabus as the grade 7 course of study and Units 7-12 as the program for grade 8.

The course of study in grades 7 and 8 is vital to achieving the overall goals of the K-12 social studies program. The course builds on and seeks to reinforce those skills, concepts, and content understandings introduced in the K-6 program. The two-year experience in grades 7 and 8 will provide students with a solid content base in American history, allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully developed industrial nation. The hemispheric connections revealed by the study of United States relations with Canada and Mexico will provide students with a model for the global connections they will discover in grades 9 and 10.

Adapted in part from: the New York State Social Studies Grades 7/8 Syllabus and other State Education Department correspondence.

HOW TO USE THIS BULLETIN

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the United States and New York State History course of study. The materials presented in this guide represent suggested approaches for teaching Units 1 through 6 of the syllabus.

Since each unit is rather comprehensive, it has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development, and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: Culture/Diversity, Movements of People, Contributions, and Struggle for Equality.

The focus question can serve as a lesson aim. Background is provided to give teachers an overview of the content to be presented and to explain the relationship of the topic to the overall unit. The major ideas specify the major knowledge objectives to be developed, most of which are taken from the New York State Grades 7/8 syllabus. When major ideas specifically include one or more of the "fifteen overarching concepts" to be highlighted, those concepts are in capital letters. The concepts are: CHANGE, CHOICE, CITIZENSHIP, CULTURE, DIVERSITY, EMPATHY, ENVIRONMENT, HUMAN RIGHTS, IDENTITY, INTERDEPENDENCE, JUSTICE, POLITICAL SYSTEM, POWER, SCARCITY, AND TECHNOLOGY. Teachers and supervisors should know that the New York State social studies program 7-12 emphasizes the development of concepts and major ideas, together with subject content, and that the Program Evaluation Test given at the end of the 8th grade, encompassing two years' work, will focus on these major ideas and concepts.

The performance objectives present the specific information and skills which students should achieve at the completion of the learning activity. These goals should be the basis upon which lessons are developed.

In the development, a variety of suggested teaching techniques illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the performance objectives of that particular learning activity. Approaches include roleplaying, simulations, small group discussions, cooperative learning, brainstorming, debates, research activities, interviews, and "hands-on" experiences. At the same time, each strategy provided in this curriculum bulletin aims to promote learning by focusing on one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving.

Follow-up activities follow the development sections, listing suggestions for individual student or class activities that may enhance learning and further develop students' interest in historical topics. These activities may include: class trips, correspondence, oral or written reports, and other creative projects. Teachers are encouraged to develop their own ideas for such activities, using these suggestions as models.

Worksheets, which immediately follow the corresponding learning activity outline, contain primary sources such as photographs, documents, maps, charts, graphs, diagrams, speeches, letters, and diaries of a particular era. These materials should be used to give students opportunites to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, the primary source material contained in the worksheets can become a basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that it is not mandated that they adopt the materials contained in this bulletin for classroom use. The learning activities are only suggested approaches for implementing the grades 7 and 8 program. The variety of materials gives teachers options from which to choose to meet the particular needs of their students. Teachers are encouraged to amend or add specific content which still develops the concepts and major ideas of the program.

Although the materials contained within this document provide the ingredients for lessons, the learning activities themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers may, however, choose to integrate these materials and activities into their daily lesson plans.

Furthermore, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for a textbook; rather, these are supplementary materials which should enrich and enliven the teaching and learning process.

TABLE OF CONTENTS

UNIT 3

Activity 1: Was the British role harmful to the economic growth of the colonies? 1

Activity 2: To what extent were the American colonists ready for self-government by the 1750s? 8

Activity 3: How did British policy toward the American colonies change after 1763? 20

Activity 4: Were the colonists justified in their response to British restrictions? 34

Activity 5: To what extent did the Declaration of Independence identify democratic ideals? 50

Activity 6: To what extent did the British retain the support of people in America? 57

Activity 7: How did the Patriots attempt to unite the colonists in support of the Revolution? 67

Activity 8: To what extent was Canada a "safe haven" for American Loyalists? 92

Activity 9: What was the impact of the Revolution on people living in America? 100

Activity 10: Why were the American colonies victorious in the revolutionary war? 113

Activity 11: How significant was the impact of the American Revolution? .. 136

Activity 12: How much of a change did New York State experience as a result of the American Revolution? 148

Activity 13: How did the American Revolution have worldwide impact? 156

Bibliography 169

UNIT 4

Activity 1: How did the Articles of Confederation establish a structure of government for the new nation? 173

Activity 2: To what extent did the weaknesses of the Articles of Confederation outweigh their strengths? 182

Activity 3: How effective was the New York State Constitution as a plan of government? 204

Activity 4: Why was the Constitution called a "bundle of compromises"? .. 208

Activity 5: Did the phrase, "We the People," in the United States Constitution, include all the people? 227

Activity 6: Did the underlying principles of the Constitution federalism and separation of powers) provide an effective check against tyranny? 243

Activity 7: What are the functions of the legislative, executive, and judicial branches of our government? 254

Activity 8: Was opposition to ratification of the United States Constitution justified? 269

Activity 9: Was the Bill of Rights a necessary addition to the United States Constitution? 281

Activity 10: Is the Constitution flexible enough to meet the challenges of changing times? 296

Bibliography 315

UNIT 3

A NATION IS CREATED

UNIT THREE: A NATION IS CREATED

Learning Activity #1

Focus Question: Was the British role harmful to the economic growth of the colonies?

Background:

Under the mercantile system that regulated colonial trade, the American colonies existed to benefit England. The colonies were primarily a source of raw materials -- goods such as lumber or furs that could be used by British industry, as well as a source of consumer products such as rice and tobacco, items that were not grown in England. In return, the colonists provided a market for British manufactured goods.

The entire mercantile system was enforced through a series of regulatory acts, the intent of which was to inhibit the development of colonial industry, restrict America's freedom to trade with any nation other than England, and to keep the colonies in a subservient economic position vis-ã-vis the mother country.

Until the mid-1760s, however, the Navigation Acts were not strictly enforced. Since most colonists were not merchants or manufacturers, the restrictions did not generally impose a hardship. When the colonists needed more cash to pay for British goods, they expanded their trade to include the sugar-producing British colonies of the West Indies -- a relationship legal under the Navigation Acts -- and the smuggling of goods to non-British markets, a practice that was illegal, but increasingly employed by American colonial merchants eager for new markets for their products.

Major Idea:

- Many colonial business people resented the lack of opportunity to compete fairly with their British counterparts.

Concepts:

- Interdependence
- Power
- Scarcity

Performance Objectives: Students will be able to:

- Explain mercantilism and salutary neglect, and discuss the effects these policies had on colonists.

- Analyze the impact of British rule on the economic development of America.

- Defend a position on the issue: "Was English rule harmful to the economic development of America?"

Development:

. Assign students one of the following roles: an American colonist who manufactures pig iron, a colonial hatmaker, a colonial shipper, a colonial consumer.

. Distribute Worksheet 1A, "Mercantilism." Have students complete the exercises on the worksheets, then have them explain their answers to the following questions:

- What do we learn about mercantilism from this worksheet?
- What arguments did British citizens like Joshua Gee use to support this policy?
- From the British point of view, what is the strongest argument supporting mercantilism?
- How would jobs in Great Britain and in the colonies be affected by the mercantile system of trade?
- As a colonist, what would have been your reaction to mercantilism? Which groups of Americans would have been most opposed to mercantilist policies?
- What actions would you have suggested be taken in response to mercantilism?
- How justified was the British policy of mercantilism? Explain.

. Distribute Worksheet 1B, "Salutary Neglect." Have students complete the exercise on the worksheet and then have them explain their answers to the following questions:

- What does this letter tell us about colonial trade in 1743?
- To what extent was Captain Gross allowed to be "his own man"?
- To what extent were the captain's decisions made for him by the ship's owner?
- What personal qualities would have been required to be a good merchant sea captain in 1743?
- Based on the letter, what can we conclude about the British Crown's attitude toward colonial trade in 1743? Was the mercantile system being enforced at that time? Explain.
- Were the American colonies benefiting, or hampered by the type of trade going on in 1743? Explain.

Worksheet 1A

MERCANTILISM

Britain followed a trade policy called mercantilism in relation to the American colonies. This policy is outlined by Joshua Gee below. Acts of Parliament in support of the policy of mercantilism follow. After studying this policy, complete the exercise that follows.

> It seems obvious that the colonies should supply materials to Great Britain. British manufacturing will be easier if we do what other countries have done. Other countries use some people in the colonies to raise supplies and materials, and to trade with the natives. Manufactured goods from Europe are sent to the colonies to be sold. These countries are very careful to prevent any manufacturing in the colonies that might interfere with manufacturing at home. We have seen how Spain, Portugal, France, and other countries have become rich by following this policy.

Joshua Gee, The Trade and Navigation of Great Britain Considered, 1729.

Worksheet 1A, MERCANTILISM (continued)

AN ACT of Parliament

June 1, 1732

- As the art of hatmaking in Great Britain is most profitable to British hatmakers and American hatmakers have increased their production so that the colonists have even started to sell hats to foreign countries that once bought all their hats from Great Britain, the following action is being taken.
- By the authority of His Majesty and of Parliament beginning on September 29, 1732, Americans may no longer send hats for sale to any foreign nation. Furthermore, colonists may not send hats for sale from one colony to another.

April 12, 1750

- As pig iron from America is necessary for British manufacturers to make steel, and British manufacturers are spending a great deal of money buying pig iron from foreign countries, the following action is being taken. By the authority of His Majesty and of Parliament, after June 24, 1750, no factory in America will be permitted to manufacture pig iron or turn it into steel.
- Americans may not trade directly with foreign countries. Instead goods must first be shipped to England where a tax must be paid before the goods are shipped to the foreign nation.
- Manufactured goods of this type made in Britian can be traded to the colonies from British manufacturers only, not from manufacturers in other countries.
- Only British ships may be used for colonial trade.
- Goods from foreign countries bound for the colonies must first be sent to Great Britain where they will be reloaded on the British ships.

Adapted from: Danby Pickering, ed., The Statutes-at-Large. Vol. XVI, 1762-1807.

Worksheet 1A, MERCANTILISM (continued)

Exercise:

Assume that your class is participating in a town meeting in one of the American colonies. Your teacher will assign you a role. Playing that role you will help the group decide on possible actions to be taken in response to British mercantilist policies. The group's task is to complete the chart below. Then write your reaction to the policies in a letter to the king.

	Possible Actions	Consequences of Suggested Action
1.	______________________________	____
2.	______________________________	____
3.	______________________________	____
4.	______________________________	____
5.	______________________________	____

Your Royal Majesty, I am a ______________________________. As a citizen in your American colonies, I am writing to inform you of my reaction toward your government's mercantilist policies. Please permit me to say that these policies ____

____

____

____

____

____

____

____

____

Worksheet 1B

SALUTARY NEGLECT

The following letter, from a colonial American shipowner to the captain of his vessel, illustrates the British policy of "Salutary Neglect" before the 1760s. Read and complete the exercise that follows.

Boston, December 20, 1743

Captain Simon Gross,

You have command of the Charming Lydia brigantine, in all respects fit for the sea. Take the first wind and weather for sailing and proceed to the West Indies.

You have liberty to go to any of the English islands and if you think it safe, to any of the French islands....

After delivering your cargo, pick up a load of molasses, shipping any excess on the best terms you can get or bring it in indigo....

Make all possible dispatch so that you arrive early for landing. Make sure that your casks are good and well stowed. Bring some fruit for the officers if there is any to be had. Be prudent and saving of expenses.

If you can get good freight for Holland or England you may take it, or if you have the opportunity to sell the ship and its cargo, you have my consent. You have the freedom in every respect to act as you think best for my interest. But if you plan to return here, a load of molasses would be the best cargo to bring.

Write me at every opportunity. May the Good Lord protect you and our interests from all dangers and enemies and help you to act for the best in all things. I wish you a good voyage and am your owner.

Thomas Hancock

Adapted from: W.T. Baxter, The House of Hancock. (Boston: The President and Fellows of Harvard College, 1945). Permission pending.

Exercise:

Although colonial merchants were only supposed to trade with the British, what "freedoms" were given to Captain Simon Gross by Boston merchant Thomas Hancock?

What conclusions can you draw from this letter about England's enforcement of the mercantile system in 1743?

Learning Activity #2

Theme: . Contributions

Focus Question: To what extent were the American colonists ready for self-government by the 1750s?

Background:

English settlers in America traced their beliefs about government to the Magna Carta, signed in 1215, which limited the power of the king or queen, and to the English Bill of Rights of 1689. The right to a representative government that decides on taxes, controls the militia, and chooses officials to enforce the law, and the right to trial by jury were part of this tradition. European political philosophers, including John Locke, who wrote about natural law (a higher law that could not be violated by constitutions or governments) also influenced political thought in the American colonies.

After the passage of the English Bill of Rights in 1689, Parliament decreed that at least one house in each colony's legislature had to be elected by eligible voters. The extent of suffrage was far greater in America than in England but voting was still limited to white males who owned property. The first colonial American representative assembly was held in Virginia in 1719. By the 1750s, colonial assemblies, with power to vote all grants of money to be spent by the colonial governments, were practically their own masters.

Then, in 1754, a decisive worldwide struggle between the British and French, which in North America was called the French and Indian War, broke out. The French had entrenched themselves along a line of scattered points from the Great Lakes south to the Ohio River. The entire northern frontier of the British colonies was open to attack from the American Indian allies of the French. Moreover, the western country was closed to British traders and British settlers.

At this crucial moment, delegates from seven British colonies met in Albany to discuss possible action against the French and their American Indian allies. At the meeting, Benjamin Franklin submitted the Albany Plan of Union, which called for the colonists to join together for common defense. Representatives of the Iroquois Confederation were present and Franklin commended the Iroquois for their unified confederation. Although both the British government and the colonial legislatures turned down the Albany Plan, the proposal did force many colonists to think about the advantages of political unification.

Major Ideas:

- Political CHOICES helped many individuals to form an IDENTITY.
- Colonists drew upon English traditions in defining the rights of their citizens.

Concepts:

- Choice
- Identity
- Political System

Performance Objectives: Students will be able to:

- Identify the ideas about government that are inherent to the English political tradition.
- Analyze the Albany Plan of Union and explain why it was turned down in 1754.
- Evaluate the extent to which the colonists were prepared for self-government by the 1750s.

Development:

- Distribute Worksheet 2A, "Roots of Colonial Self-Government." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
  - What is this worksheet about?
  - What rights are guaranteed in the English Bill of Rights?
  - How do these rights affect the power of the king or queen?
  - To what extent did the English Bill of Rights of 1689 prepare the colonists for self-government?
  - If you were a colonist, how would this document affect your opinion of government?
  - To what extent are these rights a part of our political tradition in the United States today?
  - How have these rights been expanded since 1689?
- Distribute Worksheet 2B, "Locke's Ideas Influence Colonists." Have students, working in pairs, read the worksheet, complete the exercise, and explain their answers to the following questions:
  - What is this document about?
  - According to Locke, why do "men" form a government? Do you think Locke meant "men" or "all people"?
  - Under what circumstances can the people change their government?
  - In Locke's view, how often will people want to change their government? Do you agree?
  - Would John Locke's ideas help to prepare the American colonists for self-government?
  - Why would Locke's ideas influence political thought in many nations of the world?
  - To what extent are Locke's ideas meaningful today?

. Distribute Worksheet 2C, "The Albany Plan of Union." Have students, working in pairs or small groups, read the worksheet and complete the exercise. Then have them explain their answers to the following questions:

- What is this worksheet about?
- What steps toward unity did Franklin suggest in this plan?
- How would such a plan compare and contrast with the organization of government that existed at that time in the 13 colonies?
- To what extent was this plan in keeping with English tradition?
- If you were a colonist, would you have supported the plan? Why or why not?
- Why do you suppose both the British government and the colonial legislatures turned down the plan?
- Should Franklin have abandoned his idea for unity, or waited until the "right time" for unity?
- Did Franklin's strategy show that colonists were prepared for self-government?

. Distribute Worksheet 2D, "Join or Die." Have students complete the worksheet and explain their answers to the following questions:

- What is this worksheet about?
- What does the motto "Join or Die" mean?
- Why did Franklin publish this cartoon when he proposed the Albany Plan of Union?
- How effectively does this cartoon demonstrate Franklin's political goals?
- Why would Franklin have admired the Iroquois Confederation?
- How does "Join or Die," Franklin's motto, compare with the symbols on the wampum belt?
- Why do you think Benjamin Franklin emerged as a political leader and spokesperson for the colonists?

Follow-up Activities:

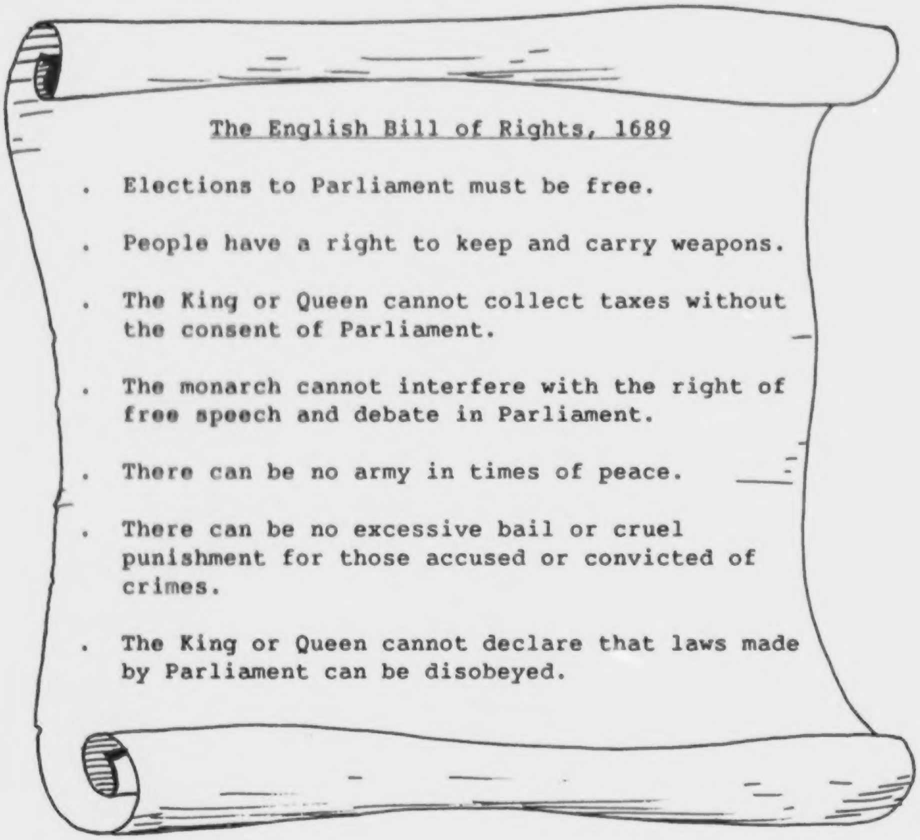
. Have students draw a cartoon illustrating the "building blocks" to greater participation in government. Discussion might revolve around "groups that would have felt left out."

. Students might debate John Locke's contention, as it applies today, that when government fails to protect people's rights, they have the right not to obey.

Worksheet 2A

ROOTS OF COLONIAL SELF-GOVERNMENT

The English Bill of Rights influenced colonial legislatures. Read this document and complete the exercise that follows.



The English Bill of Rights, 1689

- Elections to Parliament must be free.
- People have a right to keep and carry weapons.
- The King or Queen cannot collect taxes without the consent of Parliament.
- The monarch cannot interfere with the right of free speech and debate in Parliament.
- There can be no army in times of peace.
- There can be no excessive bail or cruel punishment for those accused or convicted of crimes.
- The King or Queen cannot declare that laws made by Parliament can be disobeyed.

Adapted from: We the People (Calabasa, CA: Center for Civic Education, 1988), p. 23. Permission pending.

Exercise:

Pretend that you are an elected representative to a colonial legislature. Listed below are some situations that might arise. For each situation, briefly explain how the English Bill of Rights would give protection.

SITUATIONS	PROTECTIONS AFFORDED BY BILL OF RIGHTS
1. The king wants to send troops to the colonies.	
2. You strongly disagree with points made by a fellow colonist in debate.	
3. The king imposes tax on colonies without asking the legislature.	
4. A law that the Royal Governor dislikes is passed by the colonial legislature.	

Worksheet 2B

LOCKE'S IDEAS INFLUENCE COLONISTS

The ideas of the English philosopher John Locke influenced the political thinking of the colonists. Read the excerpt below and then complete the exercise that follows.

John Locke - Two Treatises on Government (1690)

> Men enter into society to protect their property; they choose a government to make laws and set rules for this reason. Whenever the government tries to take away their property or their freedom, the government has really declared war on the people. Since the government is no longer protecting people, the people no longer have to obey the government's laws. Moreover, the people have the right to establish a new government which they think will assure their rights.
>
> Those who say that my beliefs will lead people to revolt whenever they are the slightest bit unhappy are wrong. People will suffer a great deal before they will begin to complain. After such suffering, people are right in trying to put laws into the hands of a government that will protect their rights.

Adapted from: Daniel D. McGarry and Clarence L. Lohl Jr., eds., Sources of Western Civilization, vol 2. (Boston: Houghton Mifflin, 1963), pp. 126-129. Permission pending.

Exercise:

In 1690, John Locke described an imaginary contract -- one that outlined the responsibilities of a government and the rights of the citizens who live under that government. Use the outline below to rewrite the social contract in modern-day language.

Social Contract

I. The government gets its power from its citizens. Citizens voluntarily agree to give the government its power.

II. The government has the following responsibilities: ______________________

____

____

____

____

III. If the government fails to meet its responsibilities, citizens have the following rights: ____

____

____

____

____

Worksheet 2C

THE ALBANY PLAN OF UNION

Soon after the outbreak of the French and Indian War in 1754, delegates from seven British colonies met in Albany to discuss actions that might be taken for the defense of the colonies. Benjamin Franklin put forth the following "Albany Plan of Union."

> It is proposed that humble application be made for an act of Parliament of Great Britain, by virtue of which one general government may be formed in America, including all the said colonies, within and under which government each colony may keep its present constitution, except in the particulars wherein a change may be directed by the said act, as hereafter follows:

1. That the said general government be administered by a President-General to be appointed and supported by the crown; and a Grand Council to be chosen by the representatives of the people of the several Colonies met in their respective assemblies.

2. That within ___ months after the passing such act, the House of Representatives that happen to be sitting within that time may and shall choose members for the Grand Council, in the following proportion, that is to say,

Massachusetts Bay	7
New Hampshire	2
Connecticut	5
Rhode Island	2
New York	4
New Jersey	3
Pennsylvania	6
Maryland	4
Virginia	7
North Carolina	4
South Carolina	4
	48

3. ______ who shall meet for the first time at the city of Philadelphia, being called by the President-General as soon as conveniently may be after his appointment.

4. That there shall be a new election of the members of the Grand Council every three years....

5. That after the first three years, when the proportion of money arising out of each Colony to the general treasury can be known, the number of members to be chosen for each colony shall be regulated by that proportion, yet so as that the number to be chosen by any one Province be not more than seven, nor less than two.

6. That the Grand Council shall meet once in every year, and oftener if occasion require.

7. That the Grand Council have power to choose their speaker; and shall neither be dissolved nor continued sitting longer than six weeks at one time, without their own consent or the special command of the crown.

8. That the members of the Grand Council shall be allowed for their service, ten shillings sterling per diem, during their session.

9. That the agreement of the President-General be required from all laws of the Grand Council, and that it be his office and duty to cause them to be carried into execution.

10. That the President-General, with the advice of the Grand Council, hold or direct all Indian treaties, in which the general interest of the Colonies may be concerned; and make peace or declare war with Indian nations.

Adapted from: World of Benjamin Franklin, ed. J. Sparks. Cited in Henry Steele Commager, Documents of American History (New York: Appleton-Century-Croft, Inc. 1958), pp. 43-45. Reprinted with permission.

Worksheet 2C, ALBANY PLAN OF UNION - 1754 (continued)

Exercise:

The Albany Plan of Union had to be approved by the colonial legislatures. For each of the following comments that might have been made about the plan, indicate whether Franklin would have approved or disapproved. Use the following scale.

Franklin's Opinion

-1	0	+1
Would Disapprove	No Opinion	Would Approve

Comment **Franklin's Opinion**

1. All states should have an equal voice in the Union. ________

2. The president-general should come from a large state. ________

3. The colonies need a union to resist threats from the French. ________

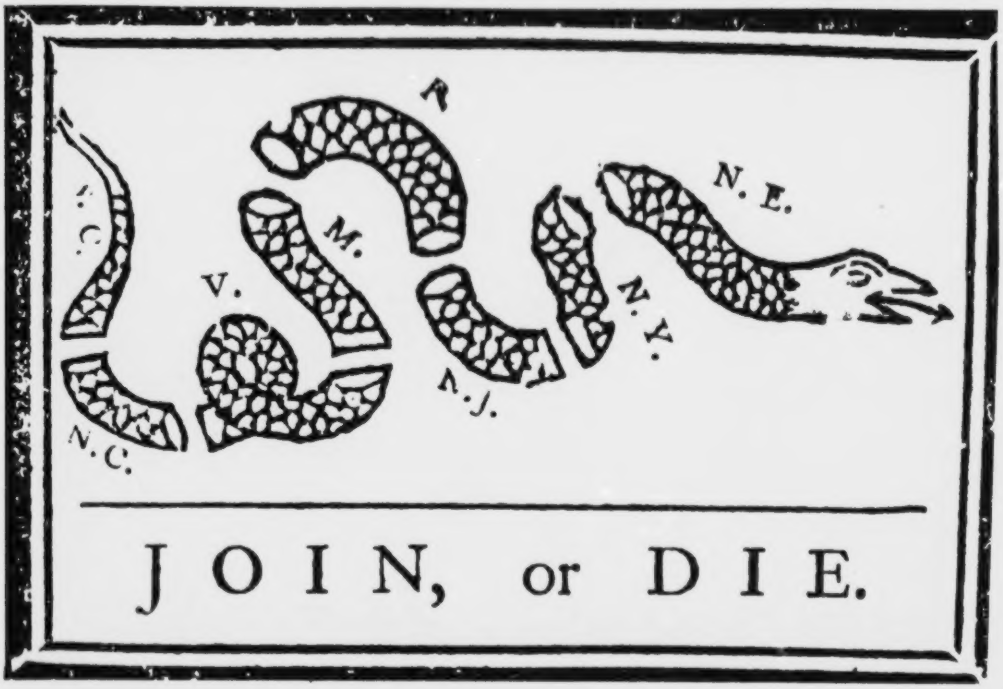
4. A president-general is too much like a king. ________

5. The representatives should serve for life. ________

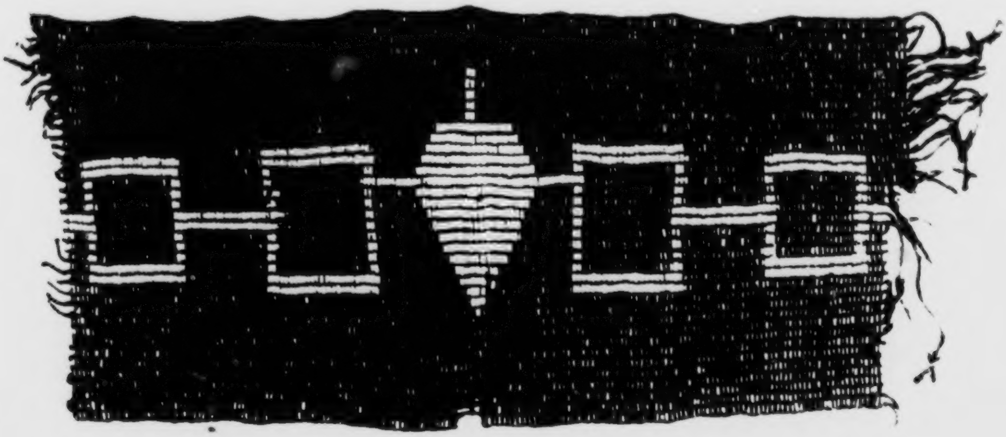
6. Each colony should direct its own affairs with American Indians. ________

Worksheet 2D

JOIN OR DIE


S.C.
P
N.E.
M.
V.
N.Y.
N.J.
N.C.
JOIN, or DIE.

The Franklin Institute, Philadelphia. Permission pending.



NY State Museum. Permission pending.

BEST COPY AVAILABLE

Worksheet 2D, JOIN OR DIE (continued)

Exercise:

Franklin used the cartoon of a snake to support his desire for union. It later became a slogan of the American Revolution.

Franklin invited Iroquois leaders to the Albany Congress in 1754. He was impressed by their league whose five nations are represented in this wampum belt, which dates from about 1570. (The five nations were the Seneca, the Cayuga, the Onondaga, the Oneida, and the Mohawk.)

1. How does the cartoon of a snake show the importance of unity?

2. How does the belt represent unity?

3. Why would Franklin be impressed that the Iroquois joined in a league?

Learning Activity #3

Focus Question: How did British policy toward the American colonies change after 1763?

Background:

As a result of their victory in the French and Indian War, the British controlled a larger empire than before. Although the Iroquois (with the exception of the Seneca) sided with the British in the war, other American Indian groups feared that the British would force them from their hunting lands. After Pontiac's Rebellion in 1763, the British decided to prevent colonists from settling in the area west of the Appalachian Mountains.

As part of the policy to defend its western lands, pay for the war, and increase trade with its overseas colonies, Great Britain determined that the colonists, who appeared to benefit from the wars, should pay at least for some of the costs.

The British government now issued new, more restrictive economic regulations and began to enforce the old ones. Colonial merchants who were accustomed to smuggling would be hit hard by these regulations.

Major Ideas:

- Ongoing CHANGES affected the relationship between the British government and its American colonies.
- British political leaders may have erred as they attempted to manage their colonies, but they generally believed they were doing the right things for the right reasons.

Concepts:

- Change
- Power

Performance Objectives: Students will be able to:

- Describe the impact that the French and Indian War had on Great Britain and colonial America.
- Discuss the British response to conditions existing after the French and Indian War (i.e., end to salutary neglect, the Proclamation of 1763, the Sugar Act, the Stamp Act, and restrictions on colonial legislatures).
- Evaluate the fairness of the new British controls over colonial America.

Development:

. Distribute Worksheet 3A, "Proclamation of 1763." Have students complete the worksheet and explain their answers to the following questions:

  - What is this worksheet about?

  - Why did the British issue the Proclamation of 1763?

  - How do you think the colonists felt about the Proclamation? Why?

  - Which groups in the colonies would be most opposed to the Proclamation? Why?

  - To what extent do you think American Indians were satisfied by the Proclamation?

  - As an American Indian, how would you have reacted to the statement in the Proclamation that the Indian nations live under British "protection"? What does this clause tell us about the status of Native Americans in 1763?

  - Why would it be in Great Britain's interest to have good relations with American Indian groups at that time?

  - To what extent was the Proclamation of 1763 a turning point in relations between Great Britain and the colonies?

  - Once a nation allows colonists certain freedoms, can it ever step back and take these freedoms away?

  - Were the British justified in issuing the Proclamation of 1763? Why or why not?

. Distribute Worksheet 3B, "The Captives and Pontiac's Rebellion." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

  - What does this report tell us about the relationship that had developed between the American Indians and their British prisoners after the Ohio Valley Rebellion?

  - How did the American Indians treat their captives?

  - How do you think William Smith felt about his captors? Why?

  - Would the publication of this account have influenced future dealings between the British and American Indians? Explain.

  - How much would Pontiac's temporary success influence the British to restrict colonial movement west of the Appalachians?

. Distribute Worksheet 3C, "British - Iroquois Relations: 1766." Have students complete the worksheet and explain their answers to the following questions:

- What does the medal tell us about British - Iroquois relations in 1766?
- Why might the British have presented this medal in 1766?
- How does the medal reflect an appreciation of the Iroquois people?
- To what extent was it in the best interests of Great Britain to have good relations with the Iroquois at that time?
- How would the Iroquois benefit from good relations with the British?
- Should Great Britain have presented a medal to the Iroquois at the same time as it tightened controls on the colonies? Why or why not?

. Distribute Worksheet 3D, "British Actions." Have students read the worksheet. Divide students into groups of four. Have students assume the roles of merchants, manufacturers, land speculators, and farmers. Have students write their role in the space provided on the worksheet and complete the exercise. Then have the entire group cooperatively fill out the group chart, "How British Actions Affected the Colonists." Have groups report their decisions to the class, then have students explain their answers to the following questions:

- What do the newspaper headlines tell us about British actions toward the colonists after 1763?
- Why did the British become stricter in their enforcement of taxes and regulations after 1763?
- Was Great Britain wrong in asking the colonists to contribute to the cost of defending the colonies? Explain.
- Which groups of colonists were most hurt by the regulations? Why? Which were least affected? Why?
- Which acts, if any, were the colonists justified in opposing?
- Why did Great Britain keep the tax on tea after repealing the Townshend Acts?
- Were the British wise to tax the colonies so heavily? Why or why not?
- To what extent were the British justified in their policy toward the colonists?

- Distribute Worksheet 3E, "The British Position." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  - How would the British have answered the complaints made by the colonists about new taxes?
  - What did the writer mean when he said, "The colonists have lately received a great deal of the mother country's care"?
  - What arguments did the British raise in support of the new taxes?
  - Which of these arguments are the strongest? Which of these arguments are the weakest?
  - If you were a colonist, how would you react to the British arguments?
  - How justified were the arguments in support of the new British taxes as they appeared in this letter to the editor?

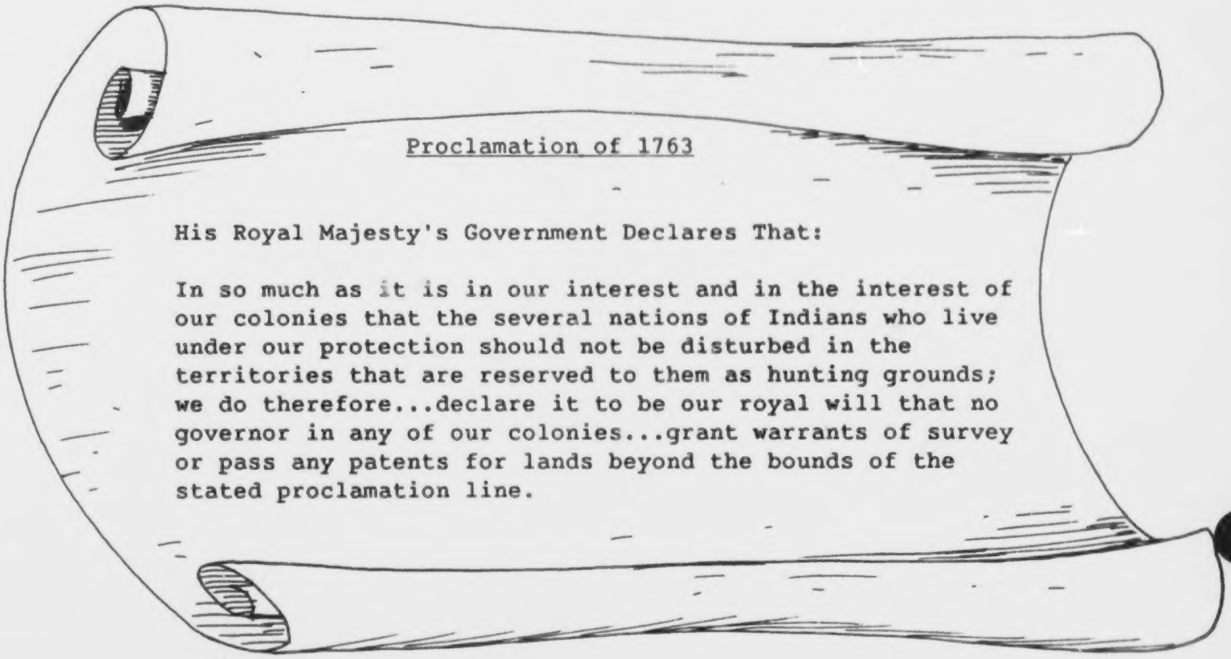
Follow-up Activity:

- Students can write an essay on "How would the United States be different today if France had won the French and Indian War?"

Worksheet 3A

PROCLAMATION OF 1763

Victory in the French and Indian War gave Great Britain the western lands in America formerly "claimed" by the French. Fearing that colonial farmers would begin to pour over the mountains and drive them from their hunting grounds, American Indians, led by Pontiac, chief of the Ottawa nation, rebelled. It took the British several months to regain control of the area, after which the Proclamation of 1763 below was issued.



Proclamation of 1763

His Royal Majesty's Government Declares That:

In so much as it is in our interest and in the interest of our colonies that the several nations of Indians who live under our protection should not be disturbed in the territories that are reserved to them as hunting grounds; we do therefore...declare it to be our royal will that no governor in any of our colonies...grant warrants of survey or pass any patents for lands beyond the bounds of the stated proclamation line.

Adapted from: The Challenge of Freedom Chapter Tests (Riverfront, IL: Laidlaw Brothers, 1982) p. 10. Permission pending.

Worksheet 3A, PROCLAMATION OF 1763 (continued)

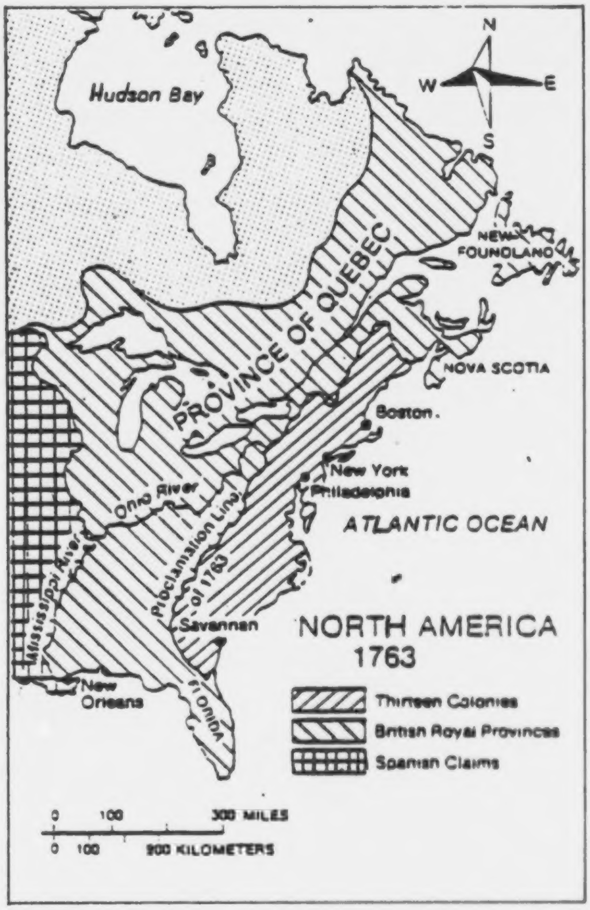
Exercise:

Use the map below next page to answer the following questions:

- What is the title of this map? ____________________
- What does this symbol ▨ represent? ____________________
- What does this symbol ▧ represent? ____________________
- What does this symbol ▦ represent? ____________________
- Why did the drawing of the proclamation line cause so much bitterness in the colonies?

  ____

  ____


N
W
E
S
Hudson Bay
PROVINCE OF QUEBEC
NEW FOUNDLAND
NOVA SCOTIA
Boston
New York
Philadelphia
ATLANTIC OCEAN
Ohio River
Mississippi River
Proclamation Line of 1763
Savannah
New Orleans
FLORIDA
NORTH AMERICA
1763
Thirteen Colonies
British Royal Provinces
Spanish Claims
0 100 300 MILES
0 100 300 KILOMETERS

The Challenge of Freedom Chapter Tests (Riverfront, IL: Laidlaw Brothers, 1982), p. 10. Permission pending.

Worksheet 3B

THE CAPTIVES AND PONTIAC'S REBELLION

In 1763, Pontiac, chief of the Ottawa nation, organized the Shawnee, Delaware, Seneca, and Ottawa against the British in the Ohio Valley. The report below highlights the treatment of British prisoners by their captors.

> They delivered up their beloved captives with the utmost reluctance. They shed torrents of tears over them, recommending them to the care and protection of the French commanding officer. Their regard for the prisoners continued all the time they remained in camp. They visited from day to day and brought them corn, skins, and horses, accompanied with other presents and all the marks of the most sincere and tender affection.
>
> Nay, they did not stop there. When the army marched, some of the Indians asked for and obtained leave to accompany their former captives all the way to Fort Pitt, and employed themselves in hunting and bringing provisions for them on the road.
>
> Among the children who had been carried off young and had long lived with the Indians, it is not to be expected that any marks of joy would appear on being restored to their parents or relatives. They had been accustomed to look upon the Indians as the only connections they had. And they had been tenderly treated by them and spoke their language. Therefore it is no wonder that they parted from the [Indians] with tears. But it must not be denied that there were even some grown persons who showed an unwillingness to return.

Adapted from: William Smith, "An Historical Account of an Expedition Against the Ohio Indians in the Year 1764 Under the Command of Henry Bouquet, Esq." in Voices of Freedom (NJ: Prentice-Hall, 1982), pp. 56-57. Permission pending.

Worksheet 3B, THE CAPTIVES AND PONTIAC'S REBELLION (continued)

Exercise:

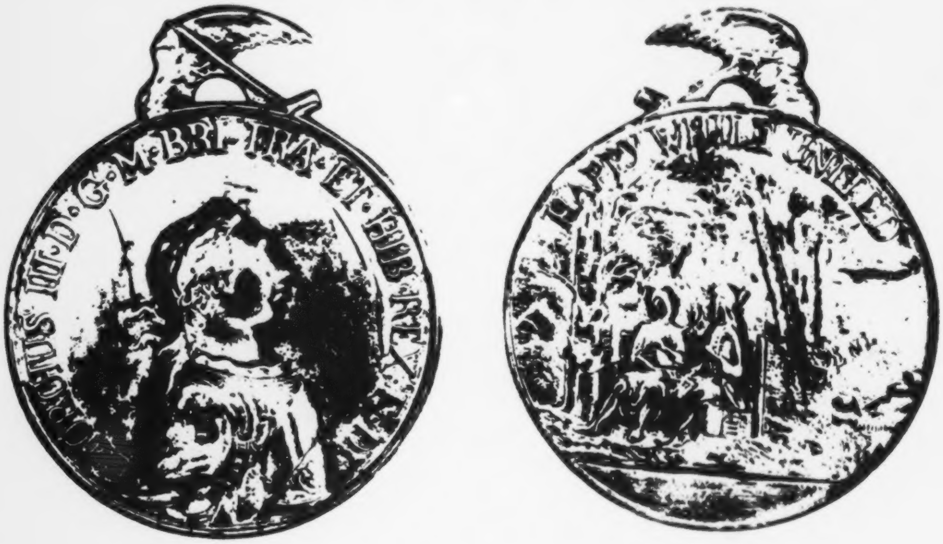
For each of the following actions of the Native Americans, describe the effect you think it had on their British captives.

ACTION BY NATIVE AMERICANS	EFFECT ON BRITISH CAPTIVES
Gave corn, skins, and horses to the British.	
Escorted British on return to Fort Pitt.	
Nurtured babies and small children.	

Worksheet 3C

BRITISH - IROQUOIS RELATIONS: 1766

Examine the medal pictured below which was given by Great Britain to the Iroquois in 1766. Then answer the questions that follow.



The American Numismatic Society. Permission pending.

Exercise:

1. King George III is pictured on the medal because ______________________________

____

2. The inscription "Happy While United" celebrates the friendship of

______________________________ and ______________________________

3. The artist shows both a peace pipe and handshake to demonstrate

____

____

4. The medal pays attention to the Iroquois love of the environment by picturing ____

____

5. One reason why the English might have given this medal is ______________

____

____

Worksheet 3D

BRITISH ACTIONS

French and Indian War Ends (1763). The British move to strengthen the frontier between the British and French territories. The British expect colonists to pay one-third of the cost of the troops.

Proclamation of 1763. The formerly French lands west of the Appalachians are now British-owned. To bring peace with the American Indians and maintain control, the British government forbids colonists to move westward into these lands.

Sugar Act (1764). To raise money, Parliament places taxes on sugar, textiles, coffee, iron, and other items that the colonists import.

Quartering Act (1765). Colonists are required to provide food and lodging for British troops stationed in the colonies.

Stamp Act (1765). The act imposes a tax requiring that a stamp be purchased and placed on newspapers, pamphlets, legal documents, and even playing cards.

Stamp Act is Repealed (1766). The act is repealed because of pressure from British manufacturers and merchants who are losing money. But a Declaratory Act still declares Parliament's authority over the colonies.

Townshend Acts (1767). In another move to raise money, Britain places small duties on everyday items like tea, paper, lead, and glass.

Townshend Acts are Repealed (1770). The acts are repealed but the duty on tea is kept as a symbol of British authority.

Massachusetts Loses Control Over Governor and Judges in 1772. The colonists lose their traditional control over the governor and judges of Massachusetts when it is announced that these officials will no longer receive their pay from the colonists. Instead, the British Crown will provide their salaries.

Tea Act (1773). On the verge of bankruptcy, the British East Indian Company is given the power to lower the price of its tea, underselling colonial merchants (and smugglers).

Adapted from: Carol Berkin and Leonard Wood, Land of Promise -- A History of the United States: To 1877 (Glenview, IL: Scott, Foresman and Co., 1983), p. 152. Permission pending.

Worksheet 3D, BRITISH ACTIONS (continued)

Exercise:

Once the class has been divided into small groups, each member of your group will assume one of these roles: a merchant, manufacturer, land speculator, or farmer. Decide how each of the British actions reported above would have affected you in your profession. Use the following rating scale:

1 = I would not be bothered by it or would approve it.
2 = I would not favor it but would do nothing about it.
3 = I would strongly oppose it.
4 = I would protest it.
5 = I would take action into my own hands if necessary.

Record your ratings and your reasons in the chart below. Then report your findings to the other members of your group. Then have your group cooperatively fill out the group chart, "How British Actions Affected the Colonists."

Your Profession____

British Action	Rating	Reason
French and Indian War ends		
Proclamation of 1763		
Sugar Act		
Quartering Act		
Stamp Act		
Stamp Act is repealed		
Townshend Acts		
Townshend Acts repealed		
Massachusetts loses control over governor and judges in 1772		
Tea Act		

Group Chart

After each member of your group presents his/her positions, cooperatively complete this chart.

How British Actions Affected the Colonists

	MERCHANTS	MANUFACTURERS	LAND SPECULATORS	FARMERS
Direct effect on your profession of British controls after 1763.				
Actions available to you.				
Course that you will most likely take.				

I have participated in this group activity and can support the positions taken by members of my group.

Group Signatures

____

____

____

____

____

THE BRITISH POSITION

The British felt they were justified in the program of taxing the colonies after the French and Indian War. Their position, as expressed by British Treasury official Thomas Whattley below, might have appeared in a newspaper of the day. After reading the letter, complete the exercise that follows.

To the Editor:

The colonies have lately received a great deal of their mother country's care. We are not yet recovered from a war undertaken only for their protection [the French and Indian War]. Whatever may be the value of the land gained by the war in America, the immediate benefit of this new land is to the colonies.

Even if there were no other reasons to require a tax from the colonies, the obligations they owe us for the war would be enough reason for the tax. Add to this the advantages they have gained by the peace, the national debt built up by England in fighting a war to defend the colonies, and the bad effects of the war on English government and business. It is obvious that this is the time to require the colonies to help England. The colonies have gained all the benefits, and the mother country is forced to bear the burdens. Yet all we asked of them was to support a military force in America for their own protection. Because of this need, several new taxes were laid on the colonies.

These taxes are very small. They are not hard for any one man to pay, because they are distributed among all men, and are paid only occasionally.

It was never intended to make the colonists pay any part of our national debt, nor were they being asked to help pay the expenses of the government in England. All we asked was that they pay part of the expenses necessary to their own protection. The Americans are one fifth the number of the British subjects, but all they are asked to pay is only about one twentieth what is asked of the people in England. This money will be spent in America. The new trade and other advantages of the peace will give them far more money than the amount of tax money they will be expected to pay.

The problems of England call for every aid which any of its subjects can give. There is a special rightness in requiring it from the Americans, who have contributed so little and for whom so much has been done.

Adapted from: Thomas Whattley, Considerations on the Trade and Finances of Their Kingdom, 1766.

Worksheet 3E, THE BRITISH POSITION (continued)

Exercise:

Select three arguments presented by Whattley supporting the British policy of taxing the colonies. Write each in the appropriate space below. Evaluate each argument by placing one of the following symbols in the appropriate space next to the argument: VS-Very Strong, S-Strong, W-Weak, VW-Very Weak.

	Argument	Rating
1.	____ ____	______
2.	____ ____	______
3.	____ ____	______

Learning Activity #4

Theme: Struggle for Equality

Focus Question: Were the colonists justified in their response to British restrictions?

Background:

The colonial response to British restrictions ranged from protest meetings to acts of violence. Merchants, used to a lax policy, resented encroachment on their freedoms.

Colonial legislatures had long controlled the power to tax and the decision over how tax money would be spent. Therefore, taxation by the British caused widespread anger. In addition to individual colonial legislators protesting British action, congresses or meetings of representatives for all colonies were called.

Patriot groups such as the Sons of Liberty and Daughters of Liberty reacted boldly to British controls. Their responses grew increasingly violent. Many colonists were prosperous and printed newspapers and pamphlets to alert fellow colonists about news of the British actions, providing a forum for patriots to express their ideas.

While at the start of the conflict most colonists saw themselves as loyal British subjects, the lack of understanding between the colonies and the mother country grew in intensity over time.

Major Ideas:

- British taxation and legislative policy widened the rift between the mother country and its colonies.
- In the colonies the debate over Britain's actions took place in different forums and represented a number of different points of view.

Concepts:

- Choice
- Citizenship
- Political System

Performance Objectives: Students will be able to:

- Describe the impact of the new British taxes on various colonial groups.
- Analyze colonial reactions to the new British policies (e.g., Sons of Liberty, Boston Tea Party).
- Make a judgment as to whether the colonists went too far in their response to the new British controls.

Development:

. Distribute Worksheet 4A, "The Colonists React." Have students complete the worksheet and explain their answers to the following questions:

  - What does this worksheet tell us about the colonists' reaction to the British restrictions?
  - What different forms did colonial reactions take?
  - How would you explain the colonists' actions?
  - Do you think the participants in the Boston Tea Party went too far in their attempt to protest the tea tax?
  - Do you think tarring and feathering stamp collectors was too extreme a reaction? Explain.
  - Do you think these protesters were heroes?
  - If you lived at that time, would you have taken part in these actions? Why or why not?
  - Do you think that actions such as these would make Great Britain change its policy?
  - Do you think these protests were appropriate actions or examples of "rebels" going too far?

. Distribute Worksheet 4B, "Women React to British Taxes." Have students read the worksheet, complete the exercises and explain their answers to the following questions:

  - What is this worksheet about?
  - What efforts did colonial women make to hurt the British economy?
  - Why did Abigail Foote spend so much of her day spinning cloth?
  - Why does she say that she felt "Nationly" after spinning homespun?
  - Would you have encouraged your family to follow her example and wear homespun cloth?
  - How did the Daughters of Liberty encourage women to set a new American fashion?
  - To what extent would these women's actions hurt the British economy?

. Distribute Worksheet 4C, "The Colonists' Reactions Hit Home." Have pairs of students complete the worksheet. Then have students explain their answers to the following questions:

  - What does this worksheet tell us about the extent of the colonists' reaction to British controls?

- Why would everyday objects display political slogans?

- If you lived in the colonies, would you have bought such an item? Why or why not?

- How do everyday items today support political and/or popular causes?

- To what degree is the manufacture of such products an effective method of bringing about change?

. Distribute Worksheet 4D, "Testimony by Benjamin Franklin Before the House of Commons: 1776." Have students read Franklin's testimony and explain their answers to the following questions:

- What is this worksheet about?

- According to Franklin, what was the reaction of the colonists to British taxes imposed after 1763? How did Franklin explain the colonists' reaction?

- Do you think Franklin presented a good case for the colonists' opposition to the British taxes?

- Do you think that opposition to taxes alone justified the colonists' revolt?

- If you had been in the British House of Commons, what questions would you have asked Benjamin Franklin?

- How good a spokesperson was Franklin for the American colonists?

. Distribute Worksheet 4E, "Loyalist Reaction to the Boston Tea Party." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this letter tell us about the treatment of supporters of the king?

- How does Ann Hulton feel about tarring and feathering as a form of punishment?

- If you were a patriot, how would you have responded to the opinions voiced in this letter? Explain.

- How does this letter express the anguish and mixed feelings of American colonists in the revolutionary era?

- With whom would you expect Ms. Hulton to side when war broke out? Why?

- Should people with differing opinions be free to voice their opinions during a revolutionary period? Why or why not?

Follow-up Activities:

- Have students draw political cartoons that might have appeared during the period of the Revolution supporting or opposing British policies.
- Have students roleplay an effort to organize a women's caucus to press for the repeal of unfair British taxes in the colonies. Have them brainstorm possible actions and choose three alternative courses of action.

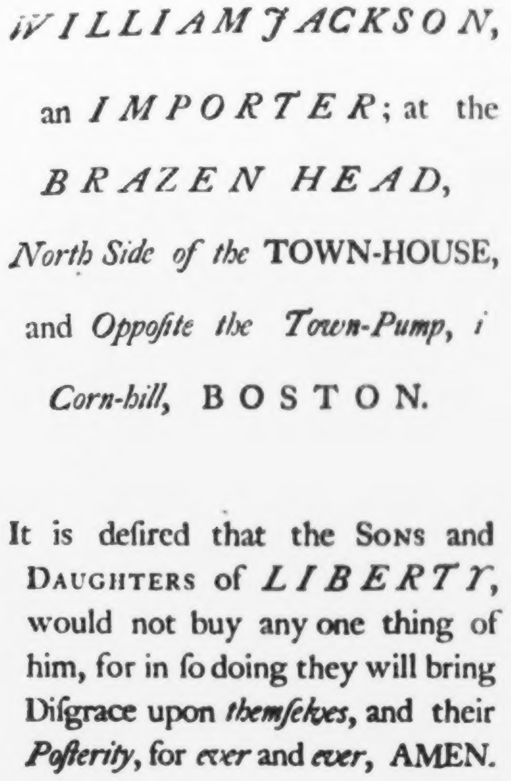
Worksheet 4A

THE COLONISTS REACT

The pictures below illustrate five actions colonists took to protest British restrictions. On the line above each picture, write the letter W if you believe the action was wrong, the letter R if you believe the action was right, and NS if you are not sure.

____

A Sons and Daughters of Liberty poster urging colonists to boycott an importer.



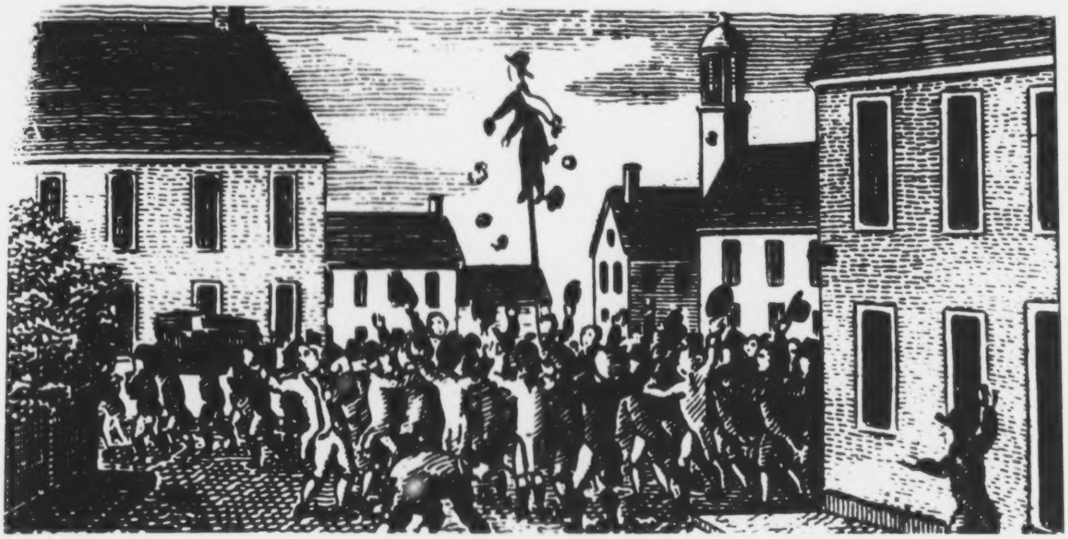
WILLIAM JACKSON,
an *IMPORTER*; at the
BRAZEN HEAD,
North Side of the TOWN-HOUSE,
and *Oppoſite the Town-Pump*, i
Corn-hill, BOSTON.

It is deſired that the SONS and DAUGHTERS of *LIBERTY*, would not buy any one thing of him, for in ſo doing they will bring Diſgrace upon *themſelves*, and their *Poſterity*, for *ever* and *ever*, AMEN.

Massachusetts Historical Society.. Permission pending.

____

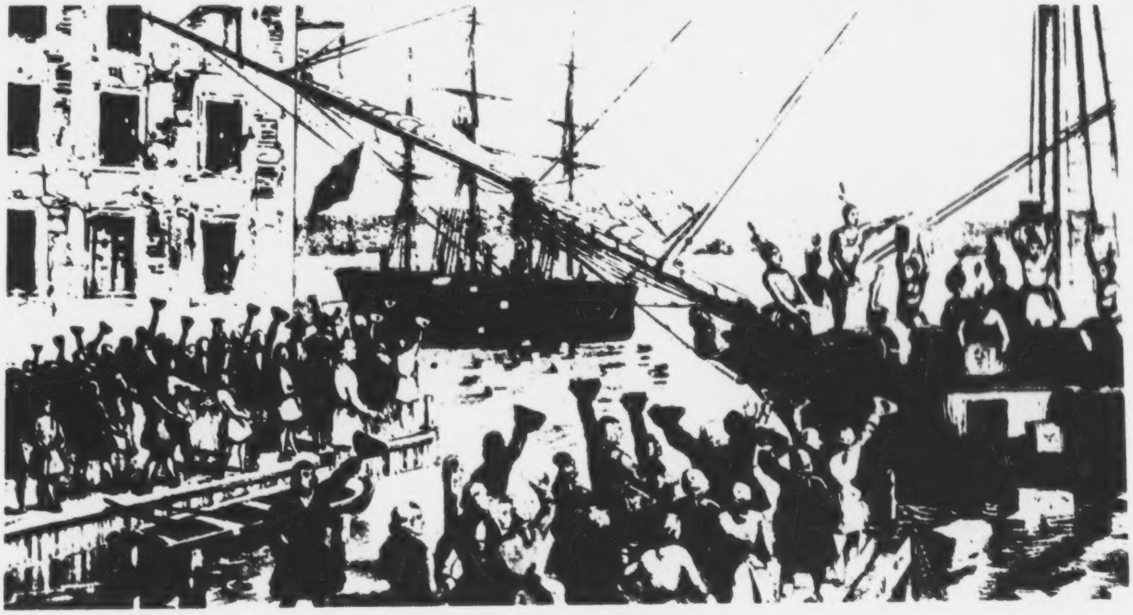
Colonist throw rocks at figure of stamp collector who hangs in effigy.



Metropolitan Museum of Art. Permission pending.

____

Colonists dumping tea overboard during the Boston Tea Party.



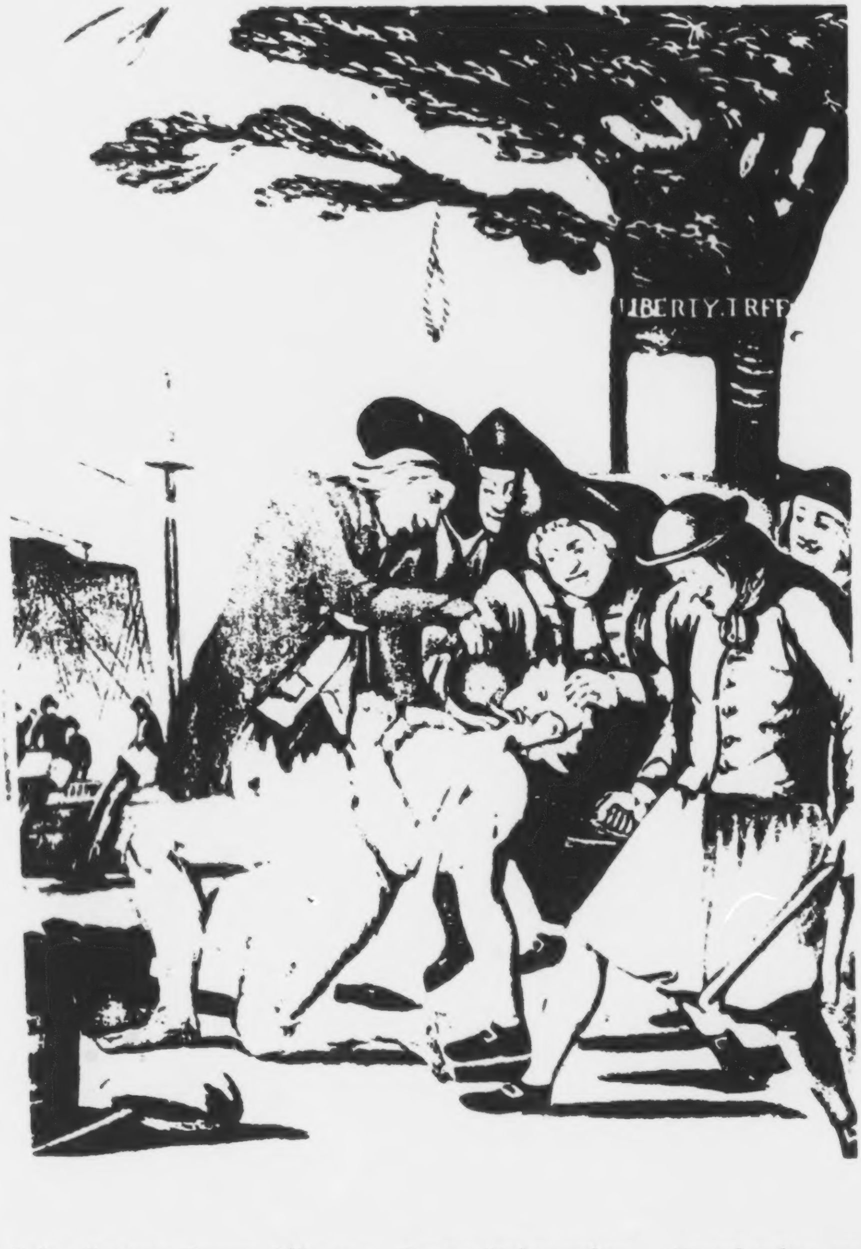
The Bettman Archive. Permission pending.

BEST COPY AVAILABLE

____

Colonists forcing a tax collector to drink tea.

The tax collector has been tarred and feathered.



The John Carter Brown Library, Brown University. Permission pending.

Worksheet 4B

WOMEN REACT TO BRITISH TAXES

In order to boycott cloth, England's major industry, rebel women joined organizations and took pride in wearing homespun, purchased locally or made at home rather than dressing in imported cloth. Other women made homegrown "tea" from a red-root rather than drink real tea, a favored luxury.

The following diary entry by Abigail Foote, 1773, shows the amount of time spent making homespun cloth.

Abigail Foote's Diary

7:30 A.M.	Fixed gown for Prude
8:30 A.M.	Mended mother's riding hood
9:00 A.M.	Spun short thread
9:15 A.M.	Fixed 2 gowns for Welsh girls
10:30 A.M.	Spun linen
11:15 A.M.	Worked on cheese basket
11:45 A.M.	Pleated and ironed
1:15 P.M.	Read a sermon
2:00 P.M.	Milked the cows
3:15 P.M.	Made a broom of straw
4:30 P.M.	Spun thread to whiten
5:00 P.M.	Spun two pounds of whole wool and felt Nationly
6:00 P.M.	Spun harness twine
7:00 P.M.	Scoured pewter

This song of the Daughters of Liberty records the ways women supported the movement to revolution.

First, then, throw aside your topknots of pride,
Wear none but your own country linen,

Of Economy boast, let your pride be the most,
To show clothes of your own make and spinning.

What if home-spun, they say, is not quite so gay
As brocades, yet be not in a passion,
For when once it is known, this is much worn in town,
One and all will cry out -- "Tis the fashion."

Throw aside your Bohea and your green Hyson tea
And all things with a new-fashion duty;
Procure a good store of the choice Labrador
For there'll soon be enough here to suit ye;

These do without fear, and to all you'll appear
Fair, charming, true, lovely, and clever,
Tho' times remain darkish, young men may be sparkish,
And love you much stronger than ever.

Adapted from: Linda Grant De Pauw, Founding Mothers (Boston: Houghton Mifflin, 1975), pp. 154-157. Permission pending.

Worksheet 4B, WOMEN REACT TO BRITISH TAXES (continued)

Exercise:

For each of the actions below used by women during the pre-revolutionary period, indicate the degree to which the action would be successful in hurting the British economy.

Hurting the British Economy

NS	S	VS
Will not be successful in hurting British economy.	Will be somewhat successful in hurting British economy.	Will be very very successful in hurting the British economy.

Situation	Rating	Reason
1. Spend spare moments spinning and weaving.		
2. Wear brocade dress to a fashionable party.		
3. Continue living as before without changing lifestyle.		
4. Experiment with homemade brews of tea.		
5. Encourage other women to follow the actions recommended by the Daughters of Liberty.		

Which action do you think would most hurt the British economy?

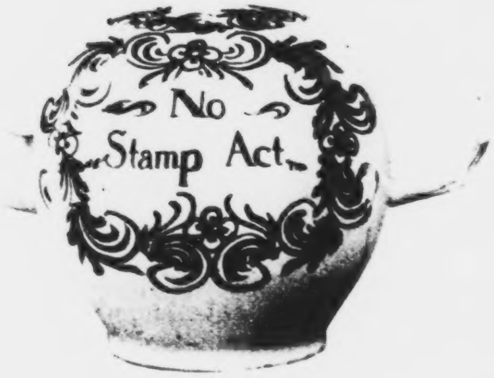
In the space below, draw a placard (poster) that the Daughters of Liberty might have prepared for a meeting. (Remember that the Daughters of Liberty wanted to hurt Britain's economy.)

Poster for Daughters of Liberty Meeting

Worksheet 4C

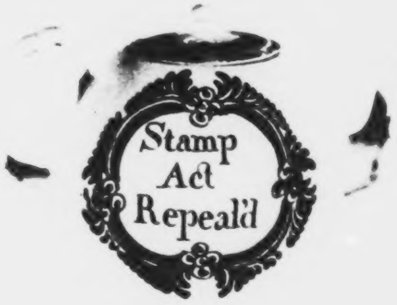
THE COLONISTS' REACTIONS HIT HOME

As the rebellion against the British Crown gathered momentum, American colonists would often decorate household objects with revolutionary slogans. Shown below are two teapots of the pre-revolutionary period. After viewing the pictures, complete the exercise that follows.



1765

Carol Berkin and Leonard Wood, Land of Promise -- A History of the United States : To 1877 (Glenville, IL: Scott, Foresman and Co., 1983), p. 455. Permission pending.



1766

The Essex Institute, Salem, MA. Permission pending.

Exercise:

People often decorate objects with slogans. Choose a popular cause of today, write a slogan for it, and design a decoration for an everyday object that can advertise your slogan. Place the design in the space below. (Hint: plates, T-shirts and other clothing, buttons, and bumper stickers are popular choices.)

List a popular cause of today:

Worksheet 4D

TESTIMONY BY BENJAMIN FRANKLIN BEFORE THE HOUSE OF COMMONS: 1776

This dialogue reports testimony given by Benjamin Franklin to members of the British House of Commons. In the dialogue "Q" stands for question and "A" stands for answer.

Subject: American Viewpoint Concerning Taxation by Great Britain

Q. What is your name, and place of residence?

A. Franklin, of Philadelphia.

Q. Do the Americans pay any considerable taxes among themselves?

A. Certainly many, and very heavy taxes.

Q. What are the present taxes in Pennsylvania, laid by the laws of the colony?

A. There are taxes on all property; a poll tax; a tax on all offices, professions, trades and businesses, according to their profits; an excise tax on all wine, rum, and other spirits; and a duty of ten pounds per head on all Negroes imported, with some other duties.

Q. For what purposes are those taxes laid?

A. For the support of the civil and military establishments of the country, and to pay off the heavy debt resulting from the last war.

Q. Are all the people very able to pay those taxes?

A. No. The frontier counties all along the continent, having been frequently attacked by the enemy and greatly impoverished, they are able to pay very little tax.

Q. Do you think it right that America should be protected by this country (England) and pay no part of the expense?

A. That is not the case. The colonies raised, clothed, and paid during the last war, almost 25,000 men, and spent many millions.

Q. Do you not think that people of America would submit to pay the stamp duty if it were moderated?

A. No, never, unless compelled by force of arms.

Q. What was the temper of America towards Great Britain before the year 1763?

A. The best in the world. They submitted willingly to the government of the Crown, and paid, in all their courts, obedience to acts of Parliament.... They had not only a respect, but an affection for Great Britain -- for its laws, its customs and manners, and even a fondness for its fashions, that greatly increased the commerce. Natives of Britain were always treated with particular regard; to be an Old England man was, of itself, a character of some respect, and gave a kind of rank among us.

Q. And what is their feeling now?

A. Oh, very much changed.

Q. Why?

A. For a number of reasons. The restraints lately placed on their trade, by which the bringing of foreign gold and silver into the colonies was prevented; the prohibition of making paper money among themselves; and then demanding a new and heavy tax by stamps; taking away, at the same time, trials by juries, and refusing to receive and hear their complaints.

Q. Don't you think they would submit to the Stamp Act, if it was modified, the harshest parts taken out, and the duty reduced to fewer imported goods?

A. No; they will never submit to it.

Q. What is your opinion of a future tax, imposed on the same principle with that of the Stamp Act? How would the Americans receive it?

A. Just as they do this. They would not pay it.

Q. If the Act is not repealed, what do you think will be the consequences?

A. A total loss of the respect and affection the people of America bear to this country, and of all the commerce that depends on that respect and affection.

Adapted from the writings of Benjamin Franklin, cited in Daniel J. Boorstin and Brooks Mather Kelley, A History of the United States Teacher's Guide (Lexington, Mass.: Ginn and Company, 1981), p. 220. Permission pending.

Exercise:

Imagine television news reporting on Franklin's testimony to the House of Commons. Assume you are the reporter who has been assigned to summarize his or her testimony in a one-minute segment of the evening news. Use the space below to prepare your summary in about 60 words.

Worksheet 4E

LOYALIST REACTION TO THE BOSTON TEA PARTY

Not all colonists supported the Patriots' actions against the British. Read the letter written by a Bostonian, Ann Hulton, to her English friend Mrs. Lightbody. (Ms. Hulton's brother was commissioner of customs in Boston.) Then complete the exercise which follows.

January 31, 1774

Dear Mrs. Lightbody,

You will perhaps expect me to give you some account of the state of Boston and late proceedings here, but really the times are too bad and the scenes too shocking for me to describe.

After the destruction of the tea, my brother returned home, and the other Commissioners (customs officers) left the Castle (a fort protecting Boston harbor), the violent fury of the people having subsided a little. One would have thought before that all the malice that earth and Hell could raise were pointed against the Governor.

But the most shocking cruelty was exercised a few nights ago upon a poor old man, a customs inspector named Malcolm. A quarrel was picked with him. He was afterwards taken and tarred and feathered. There's no law that knows a punishment for the greatest crimes beyond what this is, of cruel torture. And this instance exceeds any other before it.

He was stripped stark naked, one of the severest cold nights this winter, his body covered all over with tar, then with feathers, his arm dislocated in tearing off his clothes. He was dragged in a cart with thousands attending, some beating him with clubs and knocking him out of the cart, then in again. They gave him several severe whippings, at different parts of the town. This spectacle of horror and sportive cruelty was exhibited for about five hours.

The unhappy wretch they say behaved with the greatest courage all the while before he was taken. He defended himself a long time against numbers, and afterwards, when under torture they demanded that he curse his masters, the King and the Governor, which they could not make him do, he still cried, "Curse all traitors."

The doctor says that it is impossible this poor creature can live. They say his flesh comes off his back in strips.

Sincerely,
Ann Hulton

Adapted from: Letters of a Loyalist Lady (Harvard, 1927). In Land of Promise (Glenview, IL: Scott Foresman and Co., 1983), p. 457. Permission pending.

Exercise:

For each of the statements below check whether Ann Hulton would have agreed or disagreed.

A Loyalist's Position

Statements	Agreed	Disagreed
1. The situation in Boston is disorderly and disturbing.		
2. The customs official, Malcolm, was a fair target for the rebellious colonists' anger.		
3. Tarring and feathering is an appropriate punishment.		
4. Malcolm's reaction to his punishment was just what the colonists wanted.		

Worksheet 4E, LOYALIST REACTION TO THE BOSTON TEA PARTY (continued)

Exercise:

Pretend that Ann Hulton's letter appeared in a local newspaper. Write a letter to the editor in which you comment on the treatment of the customs official.

1774

Dear Editor,

I am writing in response to Ann Hulton's letter describing the treatment of Malcolm, the Boston customs official. It is my opinion that

____

____

____

I feel this way because ____

____

____

______________________. In addition, ______________________________

____

____

Sincerely,

UNIT THREE: A NATION IS CREATED

Learning Activity #5

Themes: Contributions, Struggle for Equality

Focus Question: To what extent did the Declaration of Independence identify democratic ideals?

Background:

Acknowledging the growing rift between the colonists and Great Britain and mindful that the issue of independence was not universally favored, Thomas Jefferson wanted the Declaration of Independence to be a statement of the beliefs of the American people in 1776. Many of the ideals expressed in the Declaration were based on the ideas of European philosophers such as John Locke. The presentation of beliefs and grievances against the king laid the philosophical basis for the revolution. Although he was a slaveholder, Jefferson considered including slavery among his list of grievances against the king, but pro-slavery forces opposed this. The concept of equality as expressed in the Declaration of Independence did not include women, American Indians or African-Americans. Fighting a war for independence from England was a troubling concept for many African-Americans who had to struggle with their own desires for personal freedom at a time when the American colonies were fighting for national independence. Moreover, there was a contradiction in African-Americans fighting other African-Americans and Native Americans in order to gain freedom.

Major Ideas:

- Events beyond the control of individuals often force CHOICE upon them.
- Independence is one of the most cherished American ideals.

Concepts:

- Change
- Choice
- Human Rights
- Political System

Performance Objectives: Students will be able to:

- Explain the major ideas of the Declaration of Independence.
- Identify the democratic ideals enunciated in the Declaration of Independence.
- Evaluate the extent to which the ideals of the Declaration of Independence have been achieved.

Development:

- Distribute Worksheet 5A, "The Declaration of Independence." Have students, working in pairs, read the worksheet and complete the exercises.
- Have students read their modern-day language versions of the Declaration and their list of grievances. Then have students explain their answers to the following questions:

- What are the main ideas expressed by Thomas Jefferson in the Declaration of Independence?

- Why did Jefferson include a list of grievances against the king?

- How well did Jefferson express the ideas of the American people in 1776?

- Do you agree with Jefferson's belief that people have to suffer many abuses in the process of creating a new government? Why or why not?

- How effectively does the Declaration justify rebellion?

- To what extent is the Declaration of Independence a democratic document?

- To what extent have the democratic ideals expressed in the Declaration been achieved?

. Distribute Worksheet 5B, "African-Americans and the Declaration of Independence." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What is the worksheet about?

- What criticisms are being made against King George III?

- Why does the issue of slavery seem to trouble Jefferson?

- According to Jefferson, why is it wrong for King George to promise slaves freedom if they side with the British in the war against the colonies?

- Why do you suppose this passage was not included in the final document?

- How might United States history be different if this passage had been included in the Declaration of Independence?

. Distribute Worksheet 5C, "Women and the Declaration." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What do these letters tell us about the position of women on the Declaration of Independence?

- Why did Abigail Adams write this letter to her husband in 1776?

- Why did Abigail Adams think that new laws about women were necessary?

- To which women was Abigail Adams referring?

- Do you agree with Abigail Adams that men are, by nature, tyrants? Is this a stereotype? Why or why not?

- How did John Adams react to these complaints?

- If you were John Adams, what would have been your reaction to your wife's letter?

- How do you think Abigail Adams reacted to the words in the Declaration of Independence, "All men are created equal"?

- How satisfied would Abigail Adams be with women's freedoms today?

Follow-up Activities:

. The Declaration of Independence was a document that influenced other nations of the world. Compare and contrast the American Declaration of Independence with those of other nations such as Italy and Ireland. What is similar? What is different?

. Brainstorm positive actions that can be taken by young people who have a grievance against government today.

. Students might research and write a "Declaration of Independence" for a people in the world today who desire their independence from the nation in which they reside.

Worksheet 5A

THE DECLARATION OF INDEPENDENCE

The Declaration of Independence was written over 200 years ago. Its language is hard for many Americans today to understand. Read the key passages below and rewrite them for modern America.

We hold these truths to be self-evident: that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.

That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government.

Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes, and accordingly, all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than right themselves by abolishing the form to which they are accustomed.

But when a long train of abuses...evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government and to provide new guards for their future security.

Worksheet 5A, THE DECLARATION OF INDEPENDENCE (continued)

Exercise:

Below is part of the list of grievances against King George III that was included in the Declaration of Independence. In the space below, list three grievances you have about government today and briefly explain how you think the government should handle those grievances.

Grievances 1776 (as outlined in the Declaration of Independence)

> He has erected a multitude of new offices and sent hither swarms of officers to harass our people and eat out their substance.
>
> He has kept among us, in time of peace, standing armies, without the consent of our legislatures.
>
> He has affected to render the military independent of, and superior to, the civil power,
>
> He has combined with others to subject us to a jurisdiction foreign to our Constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation --
>
> For quartering large bodies of armed troops among us; . . .
>
> For cutting off our trade with all parts of the world;
>
> For imposing taxes on us without our consent;
>
> For depriving us, in many cases, of the benefit of trial by jury....

Grievance Today	How Government Might Handle This Grievance
1.	
2.	
3.	

Worksheet 5B

AFRICAN-AMERICANS AND THE DECLARATION OF INDEPENDENCE

Although a slaveholder, Thomas Jefferson included in one of the first drafts of the Declaration of Independence a passage opposing slavery. In this passage Jefferson criticizes King George of England.

> He has waged cruel war against human nature itself, violating the most sacred rights of life and liberty of people who never offended him, capturing and carrying them into slavery in another hemisphere, or into a miserable death during their transport here. Determined to keep open a market where people should be bought and sold, he has prevented every attempt to prohibit this horrible business. He is now encouraging those very people to take up arms against us, and grant the freedom which he took from them, thus paying off former crimes committed against the liberties of one people, with crimes which he urges them to commit against the lives of another.
>
> Thomas Jefferson

Exercise:

In the 1770s, people wrote petitions to list complaints or grievances against a cruel ruler. Pretend that you are Thomas Jefferson and on the petition below, list three complaints about the system of slavery. Base your answer on the information given in the preceding paragraph.

PETITION TO KING GEORGE III ABOUT SLAVERY

1. ____

   ____

2. ____

   ____

3. ____

   ____

Worksheet 5C

WOMEN AND THE DECLARATION

Two letters appear below. In the first, Abigail Adams argues that the rights of women should be considered in the new United States government. In the second letter, her husband, John Adams replies. Complete the exercise after the first letter.

Abigail Adams to John Adams, March - April 1776

> I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember all men would be dictators if they could. If particular care and attention is not paid to the ladies, we are determined to [start] a rebellion and will not hold ourselves bound by any laws in which we have no voice or representation.
>
> That men are naturally tyrannical is a truth so thoroughly established as to admit of no argument. Why, then, not put it out of the power of the vicious and the lawless to use us with cruelty and without respect. Men of sense in all ages oppose those customs which treat us only as the vassals [servants] of your sex.

Make a list of the most important rights which should have been granted to women in the new United States government.

1.________________________

2.________________________

3.____________________

4.____________________

5.______________________

6.______________________

John Adams to Abigail Adams, April 14, 1776

> As to your extraordinary code of laws, I cannot but laugh. We have been told that our struggle for independence has loosened the control of government everywhere, that children and apprentices were disobedient, that schools and colleges were grown disorderly, that workers will no longer listen to their employers. But your letter was the first hint that another more numerous and powerful than all the rest were grown discontented. But you are so direct, I won't forget what you said.

Adapted from: Family Letters of John Adams and His Wife Abigail Adams, During the Revolution (New York: Havard and Houghton, 1876).

UNIT THREE: A NATION IS CREATED

Learning Activity #6

Theme: Struggle for Equality

Focus Question: To what extent did the British retain the support of people in America?

Background:

The reaction of the colonists to British restrictions and to the Declaration of Independence was mixed. Loyalty to the king and a belief that liberties would in time be extended to Americans divided families and communities.

At least one half of all colonists either supported the British or were neutral about independence. Some fought with British forces against the Patriots; others left for Canada or other parts of the British Empire. An estimated 100,000 Loyalists left the United States by the end of the revolutionary period.

African-Americans experienced this divided loyalty. Promised freedom and bounty, many took up arms with the British. The rise of African-American church organizations coincided with the revolutionary era. Church leaders were concerned with the cause of freedom, a religious life, and solidarity among their people. Clergy who sided with the British were given their freedom and left for Canada or the West Indies after the war.

American Indians were also divided in their loyalties. Angered over colonists' desire for more land, many American Indians supported the British. Even previously strong confederations like the Iroquois were weakened by conflicting loyalties.

Major Ideas:

- Not all American colonists supported the Patriots' attempts to win political and economic independence.
- Individual choice often led to divisions within families and communities.

Concept:

- Choice

Performance Objectives: Students will be able to:

- Explain the reasons why some American colonists remained loyal to Great Britain.
- Analyze why African-Americans and American Indians were divided in their loyalties.
- Assess the extent to which the British retained the support of the American colonists during the revolutionary era.

Development:

. Distribute Worksheet 6A, "Loyalties Divide American Families." Have students read Crevecoeur's letter, complete the exercise, and explain their answers to the following questions:

- What is this letter about?

- What does this letter tell us about Crevecoeur's feelings during the revolutionary war?

- Why does Crevecoeur say that he feels like a traitor?

- If you were one of Crevecoeur's relatives who remained in America, how would you have responded to his letter?

- Do you agree with Crevecoeur that there is little he could do in this situation?

- How might the fact that Crevecoeur was a naturalized British citizen make his decision to remain loyal all the more difficult?

- At what cost did many American colonists maintain loyalty to the British?

. Distribute Worksheet 6B, "African-American Clergyman Joins British." Have students read the interview and complete the exercise.

. Have students roleplay the interview between George Liele and the reporter. Then have students explain their answers to the following questions:

- What is this interview about?

- What issues were of greatest concern to George Liele?

- Why did Liele join with the British during the Revolution?

- How was Liele's work affected by the British evacuation of Savannah?

- To what extent do you suppose Liele's decision to leave Georgia for Jamaica was a difficult one?

- Why did he continue in his efforts to keep in contact with other African-American church leaders?

- Do you think that freedom in a foreign country is a better option than slavery in your homeland? Explain.

- Did Liele make the right choice in supporting the British? Why or why not?

. Distribute Worksheet 6C, "African-Americans and the War for Independence." Have students read the poem, complete the exercise, and explain their answers to the following questions:

- What is this worksheet about?

- What are Haynes's grievances?

  - How does Haynes express his views about freedom?

  - According to the poet, under what circumstances is death preferable to life?

  - Why would a revolution for political freedom be a troubling concept for a slave?

  - How can you explain why Haynes supported the colonists?

  - If you had been in Haynes's position, would you have supported the colonists?

- Distribute Worksheet 6D, "Delaware Nation Divided by Revolutionary War." (Note that the Delaware and Lenne Lenape Nation are one and the same.) Have students complete the worksheet and explain their answers to the following questions:

  - What does this worksheet tell us about the loyalties of the Delaware (Lenne Lenape) people during the American Revolution?

  - Why were the Delaware people divided in their loyalties?

  - Why did the Delaware become upset by White Eyes' death?

  - If you had read about the killing of 90 Delaware by frontier militiamen, how would you have reacted? Why?

  - How would you compare the reasons why the Delaware people joined the British with the reasons why Liele joined the British?

  - To what extent are divided loyalties in a community a lasting cause of friction?

Follow-up Activities:

- Students might write a dialogue between two African-American soldiers -- one who joined the British side, another who joined the colonists' side.

- A panel discussion might be presented in which students in the roles of both Patriots and Loyalists state their views. Another class can be invited.

Worksheet 6A

LOYALTIES DIVIDE AMERICAN FAMILIES

Michel Guillaume Jean de Crevecoeur was a Frenchman and naturalized British subject who married an American and lived in New York State during the Revolution. He left America during the Revolution and wrote this letter to his wife and children in America.

> How easily do men change from loving, to hating and cursing one another! I am a lover of peace, what must I do? I am divided between the respect I feel for the ancient connection, and the fear of change, with the consequence of which I am not well acquainted; as they are embraced by my own countrymen. I am conscious that I was happy before this unfortunate Revolution. I feel that I am no longer so; therefore I regret the change.
>
> If I attach myself to the Mother Country, which is 3,000 miles from me, I become what is called an enemy to my own region; if I follow the rest of my countrymen, I become opposed to our ancient masters: both extremes appear equally dangerous to a person so unimportant as I am. As to the argument on which the dispute is based I know little about it. Much has been said and written on both sides, but who has a judgment wise and clear enough to decide? The great principles which move both parties are much hid from eyes, like mine.
>
> Alas, how should I unravel an argument, in which reason herself has given way to brutality and bloodshed! What then must I do? I ask the wisest lawyers, the ablest debaters, the warmest patriots. Great Source of wisdom! Inspire me with light sufficient to guide me! Shall I discard all my ancient principles, shall I renounce that name, that nation which I held once so respectable?
>
> Must I be called a traitor, a villain, lose the esteem of all those whom I love, to preserve my own; be shunned like a rattlesnake, or be pointed at like a bear? I have neither heroism nor enough generosity to make so great a sacrifice....

Adapted from: Richard Morris, Voices from America's Past (New York: Dutton, 1963), pp. 101-102. Permission pending.

Worksheet 6A, LOYALTIES DIVIDE AMERICAN FAMILIES (continued)

Exercise:

Pretend that you have just received this letter from your husband or father. Respond to it by writing a letter of your own telling why you've chosen to stay in New York despite his reasons for leaving.

Dear______________________________,

I have just received your letter. You tell me you are troubled

because ____

____

____

____

____

____

My decision is to remain here because ____________________________

____

____

____

____

____

Your loving ____________,

____

Worksheet 6B

AFRICAN-AMERICAN CLERGYMAN JOINS BRITISH

One of the founders of the Baptist Church in America, George Liele, was an African-American who supported the British and after the Revolution left to establish a congregation in Kingston, Jamaica. Read the following interview, which is based on excerpts from his diary.

Interview with George Liele

Reporter: Why did you become a minister?

Liele: I always felt an obligation to God and wished to instruct the people of my own color in His teachings. The white community recognized my talents and invited me to preach before the congregation.

Reporter: Why did you support the British?

Liele: My master, Deacon Sharp, who emancipated me, supported the British. When he died, his heirs tried to make me a slave again. The British supported me and during their occupation of Savannah, Georgia, I was allowed to minister to a large congregation of both slave and free Blacks.

Reporter: Why did you leave Savannah?

Liele: When the British evacuated Savannah in 1782, I sailed with them to Jamaica as an indentured servant. In two years, when I was a free man I began to preach again.

Reporter: Was it easy for you in Jamaica?

Liele: At first, whites persecuted us. I met with groups and received a promise of toleration. The authorities insisted on inspecting the prayers used in the services.

Reporter: What are your hopes?

Liele: My main interest is for a free school for the instruction of children, both free and slave. A good many of our members can read and all wish to learn.

Reporter: Do you hear from other African-American ministers?

Liele: Yes. There are Baptist churches in Savannah and South Carolina with several hundred members. In Nova Scotia, Canada, the government has given permission to David George to preach in three provinces. I hear that Thomas Peters has left Canada and voyaged to West Africa to found a church in Sierra Leone.

Reporter: Thank you for this interview.

Sidney Kaplan and Emma Nogrady Kaplan, *The Black Presence in the Era of the American Revolution* (Amherst, MA: University of Massachusetts Press, 1989). Permission pending.

Worksheet 6B, AFRICAN-AMERICAN CLERGYMAN JOINS BRITISH (continued)

Exercise:

Listed below are two additional questions that the reporter did not have time to ask George Liele. Write the responses that Liele was likely to have made based on the information provided in the interview.

Reporter: What is the most important mission you have in your life now?

Liele: ____

____

____

Reporter: Do you think that you made the right choice in siding with the British?

Liele: ____

____

____

Worksheet 6C

AFRICAN-AMERICANS AND THE WAR FOR INDEPENDENCE

This poem by Lemuel Haynes, an African-American Patriot and clergyman, reflected his views on independence.

The Battle of Lexington
by Lemuel Haynes

A poem on the inhuman tragedy perpetrated on the 19th of April 1775 by a number of the British Troops under the command of Thomas Gage....

For liberty each Freeman strives
As it's a Gift of God
And for it, willing yield their Lives
And Seal it with their Blood

Twice happy they who thus resign
Into the peaceful Grave
Much better those in Death Consign
Than a Surviving Slave

This motto may adorn their Tombs
(Let Tyrants come and view):
"We rather seek these silent Rooms
"Than live as slaves to you."

Sidney Kaplan and Emma Nogrady Kaplan, The Black Presence in the Era of the American Revolution (Amherst, MA: University of Massachusetts Press, 1989). Permission pending.

Exercise:

In your own words explain how the above poem might be interpreted to mean that:

1. Americans were "slaves" to the king of England.

2. Blacks were slaves to both the king and slaveholders.

In the space provided, write an epitaph (words that would appear on a tombstone) for an African-American who fought in the American Revolution. Base the epitaph on the ideas expressed in Haynes's poem.

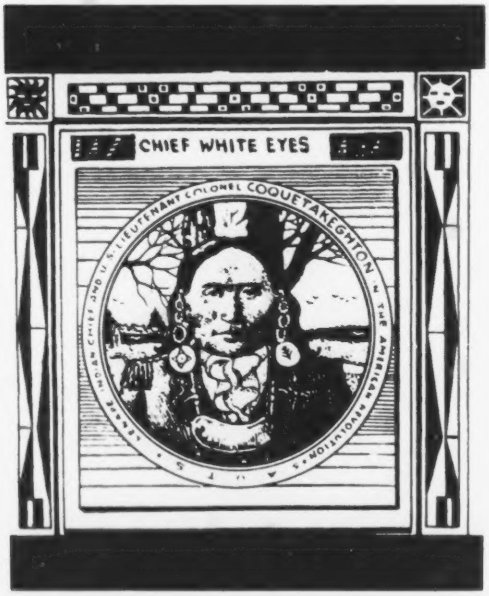
Worksheet 6D

DELAWARE NATION DIVIDED BY REVOLUTIONARY WAR

Exercise:

Read the following excerpts from articles about how the war affected the Delaware (Lenne Lenape) Nation. For each article write an appropriate headline.

AMERICAN MOSIAC


CHIEF WHITE EYES
INDIAN CHIEF AND U.S. LIEUTENANT COLONEL COQUETAKEGHTON IN THE AMERICAN REVOLUTION

William Sants Netamuwe Bock.
Permission pending.

Headline: ______________________

1778 - It is reported that White Eyes was murdered in the frontier town of Coshocton, Ohio, although colonists claimed that he died from smallpox.

The Delaware have reportedly joined the British against the colonists blaming the latter for empty promises of protection, food, and supplies.

Headline: ______________________

1778 - The Delaware Nation is convinced that White Eyes signed a treaty with the colonists because of their false promises. It is reported that White Eyes was bribed with lavish gifts and a commission in the Continental army.

Headline: ______________________

1782 - Frontier militiamen attacked the Delaware and Mohican peoples whom they accused of participating in raids against the colonists. Reports indicate that 90 men, women, and children were killed by the militiamen. The attack was condemned by many Americans and British.

Learning Activity #7

Themes: Contributions, Struggle for Equality

Focus Question: How did the Patriots attempt to unite the colonists in support of the Revolution?

Background:

British acts that restricted political and economic freedom of the colonists continued through 1775. Although colonial representatives through the first and second Continental Congress petitioned the king to address grievances, the colonists were prepared to go to war. George Washington was chosen as commander-in-chief of the Continental army in June of 1775.

Boston was a seat of much anti-British activity. Nearby Concord was the site where British troops planned to seize guns and ammunition assembled by the colonists. Although the Battle at Lexington and Concord was not a disastrous one in terms of lives lost, its ramifications have been felt worldwide.

Efforts to unite the colonists behind the Patriots' cause were not easy. Propaganda in the form of posters, pamphlets, and other literature gained support for the rebellion and later separation from Great Britain. Colonists who remained loyal to the Crown became the target of Patriot attacks.

Although Crispus Attucks, an African-American, was one of the first martyred Patriots, in the early days of the war African-Americans were not welcomed and were even denied admission to the army. After the British promised freedom to African-Americans who fought on the side of the king, the position of the Continental army changed to accommodate free African-Americans and slaves. As a consequence of these actions, African-Americans fought on both sides during the war, motivated by the goal of achieving their freedom from bondage.

Major Ideas:

- Revolution represents an attempt to change the POLITICAL SYSTEM.
- This period saw the emergence of many political leaders in the colonies.

Concepts:

- Change
- Choice
- Political System

Performance Objectives: Students will be able to:

- Discuss the ideas of such Patriot leaders as Patrick Henry and Thomas Paine.
- Discuss the reasons why average citizens in the colonies supported the Patriots.
- Evaluate the extent to which the Patriots were able to unite the colonists in support of the Revolution.

Development:

. Divide the class into cooperative learning groups of four students each. Distribute one copy of Worksheet 7A, "What Happened at Lexington?" to each group. Distribute Readings 1-4 to individual students in the groups. Have students read their assigned worksheet, complete the exercise, and report to the group. Then have students cooperatively complete the "group chart" and explain their answers to the following questions:

- What do these accounts tell us about the Battle of Lexington?

- What are the differences between the colonial and British accounts?

- What factors might contribute to two or more people observing the same event and reporting it differently?

- What do you think happened at Lexington?

- How do you think the Patriots reacted to news of this event?

- To what extent could the Patriots "use" this event to rally others to their cause?

- The shot at Lexington has been called "the shot heard round the world." Do you think the colonists and the British thought that this was true when the shot was fired?

. Distribute Worksheet 7B, "Common Sense." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What is this worksheet about?

- What arguments did Thomas Paine offer in urging the colonists to separate from Great Britain?

- Why did Paine feel that the time was right for American independence?

- Do you think that Paine appealed more to the colonists' love of freedom or their fear of tyranny? Why?

- How does Paine cite worldwide events to make his argument more convincing?

- How good a spokesperson was Thomas Paine for the Patriots' cause? To what degree would his words unite the colonists in the Revolution?

. Distribute Worksheet 7C, "Take Notice." Have students read the worksheet and explain their answers to the following questions:

- What does the poster say?

- What are the reactions of John Dickinson and Patrick Henry?

- Which man is most likely to support the cause of the Patriots? How can you tell?

- Why is Dickinson unsure about supporting the Revolution?
- How would Patrick Henry have tried to win Dickinson's support for the Patriots?
- To what extent can a poster such as this one unite the people in support of the Revolution?
- If you were alive in 1775, how would you have reacted to this poster? Why?
- Is a recruitment poster a better method of gaining support for revolution than a pamphlet such as Common Sense?

. Distribute Worksheet 7D, "Why I Fought." Have students read the worksheet and complete the exercise.

. Have students roleplay the interview between Chamberlain and Preston. Then have students explain their answers to the following questions:

- What does this worksheet tell us about Preston's reasons for fighting?
- How did the Stamp Act and the tax on tea affect Preston?
- Do you think that Preston felt he did the right thing by fighting?
- Are people today more or less willing to fight for what they believe is right?

. Distribute Worksheet 7E, "Slave Joins Patriots." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- According to this account, why did Grant join the Patriots?
- What jobs were given to Grant in the Patriot army?
- What evidence do we have that Grant felt a commitment to serve?
- Why do you think Grant was not given jobs handling guns or ammunition?
- Do you think that Grant was deserving of a pension after the war? Do you have enough information? What additional information would you need? Explain.

. Tell the students that Grant's first request for a pension was denied because he was considered a "fugitive" slave in 1777 and that slaves were not allowed to join the Patriots until 1778. Grant's second petition for a pension was accepted. Then ask the students:

- How helpful were the services of the African-Americans, like Grant, to the Patriot cause?

- Distribute Worksheet 7F, "Woman Admits Enlisting." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

  - What does this account tell us about Deborah Sampson's role in the revolutionary war?

  - Why was Ms. Sampson reluctant to go to a hospital?

  - How did Ms. Sampson take care of her leg wound?

  - Why do you suppose Deborah Sampson disguised herself as a male?

  - If you were the doctor, would you have revealed Ms. Sampson's disguise? Why or why not?

  - How does this account show the fervor of the Patriots?

  - How would you compare and contrast the accounts of Grant, Preston, and Sampson?

  - Would Sampson's account make a good story in a Patriot's newspaper? Why or why not?

- Distribute Worksheet 7G, "Enlisting African-Americans in the Revolution." Have students, working in pairs or small groups, complete the worksheet. Then have students explain their answers to the following questions:

  - What is this worksheet about?

  - What promises did Lord Dunmore, the governor of Virginia, make to African-Americans?

  - How do you think African-Americans reacted to his promise?

  - Why would a war for freedom be a difficult concept for African-Americans in 1775?

  - Why would the Continental army be reluctant to enlist African-Americans in the war?

  - How did Hamilton point out the prejudice against African-Americans?

  - Under what circumstances does Washington finally allow African-Americans to enlist?

  - If you were an African-American in 1775, which side, if any, would you have joined? Why?

  - Are there reasons why you would not have enlisted in either army?

  - How do you explain the fact that about 5,000 African-Americans united with the Patriots?

. Distribute Worksheet 7H, "Who's to Blame?" Have students read the worksheet, complete the exercises, and explain their answers to the following questions:

- What is this article about?

- Why did a Patriot write this article?

- What accusations do the Patriots make against the Tories?

- According to the article, how should supporters of the war treat their Loyalist neighbors?

- If you lived in 1779 and read this article, what would your reaction be? Why?

- How effective would articles such as this be for uniting the colonists to the cause of the Patriots?

- To what extent was the written word a tool of the Patriots? To what extent is the written word as powerful today?

. Distribute Worksheet 7I, "Causes of the Revolution." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn about the causes of the Revolution from this worksheet?

- What did the soldier mean when he said, "We had always governed ourselves...they didn't mean that we should"?

- Which of these views has the greatest evidence to support it?

- With which view of the causes of the Revolution do you most agree? Why?

Follow-up Activities:

. Suppose you are a newspaper reporter who witnessed the Battle of Lexington and then interviewed all the people whose testimony appears in the readings. Taking all the evidence into account, write a newspaper story giving an objective account of the battle. Try to find a picture of the battle or make a suitable illustration.

. Suppose John Dickinson and Patrick Henry called a press conference to discuss the issue of independence. Have students research their opinions to roleplay these Americans. Then have other students prepare questions to ask Dickenson and Henry during the press conference.

. Students might design recruitment posters calling the colonists to serve in the Patriot army.

. Students might examine a current news event from the perspective of any three newspapers -- identifying similarities and differences in the accounts.

Worksheet 7A

WHAT HAPPENED AT LEXINGTON?

Group Exercise:

After each member of your group has read his or her assigned selection, make individual reports and then work together to complete the chart below.

Who Fired the First Shot?

Eyewitness	What happened?
1. Colonial Onlooker	
2. Colonial Commander	
3. British Officer	
4. British Commander	

Is it possible that all eyewitnesses are telling the truth?____________________

____

____

What is your group's conclusion to the question, "Who fired the first shot?" ____

____

____

Group Signatures

I have participated in this activity and can explain and support my group's answers.

______________ ______________

______________ ______________

______________ ______________

88

Worksheet 7A, WHAT HAPPENED AT LEXINGTON? (continued)

Reading 1

British and colonial observers have left us differing accounts of the Battle of Lexington. Read the account below and complete the exercise that follows. Then report to your group and have your group cooperatively fill out the group chart.

A Colonial Onlooker

> I, Thomas Fessenden, saw three [British] officers on horseback advance to the front of the regulars [British soldiers], when one of them being within six rods of the said militia [Patriot soldiers], cried out "Disperse [leave], you rebels, immediately." At the same time he brandished his sword over his head three times. Then he pointed it down towards the militia, and immediately on which the regulars fired a volley at the militia and then I ran off, as fast as I could, while they continued firing till I got out of their reach. I further testify, that as soon as ever the officer cried "Disperse you rebels," the company of militia dispersed every way as fast as they could, and while they were dispersing the regulars kept firing at them incessantly.

Exercise

1. Who fired the first shot? ______________________________

   ____

2. What events led up to the shooting? ______________________

   ____

   ____

3. Do you believe the eyewitness? Why or why not? ____________

   ____

   ____

Reading 2

British and colonial observers have left us differing accounts of the Battle of Lexington. Read the account below and complete the exercise that follows. Then report to your group and have your group cooperatively fill out the group chart.

The Colonial Commander

> I, John Parker, commander of the militia in Lexington, do testify that at about one o'clock in the morning, being informed that there were a number of regular officers riding up and down the road, stopping and insulting people as they passed the road, and also being informed that a number of regular troops were on their march from Boston, ordered our militia to meet on the common in Lexington, to consult what to do, and concluded not to be discovered, nor meddle with said regular troops (if they should approach) unless they should insult us. Upon their sudden approach, I immediately ordered our militia to disperse and not to fire. Immediately the troops made their appearance, and rushed furiously, fired upon and killed eight of our party, without receiving any provocation from us.

Exercise:

1. Who fired the first shot? ______________________________

____

2. What events led up to the shooting? ______________________

____

____

3. Do you believe the eyewitness? Why or why not? ____________

____

____

90

Reading 3

British and colonial observers have left us differing accounts of the Battle of Lexington. Read the account below and complete the exercise that follows. Then report to your group and have your group cooperatively fill out the group chart.

> A British Officer
>
> At five o'clock we arrived and saw a number of people, I believe between 200 and 300, formed in a common in the middle of the town. We still continued advancing, keeping prepared against an attack, tho' without intending to attack them. But on our coming near them, they fired one or two shots, upon which our men, without any orders, rushed in upon them, fired and put them to flight. Several of them were killed. We could not tell how many, because they were got behind walls and into the woods. We had a man of the Tenth Light Infantry wounded, but nobody was else hurt. We then formed on the common, but with some difficulty. The men were so wild they could hear no orders.

Exercise:

1. Who fired the first shot? ______________________________

____

2. What events led up to the shooting? ______________________________

____

____

3. Do you believe the eyewitness? Why or why not? ______________________________

____

____

Worksheet 7A, WHAT HAPPENED AT LEXINGTON? (continued)

Reading 4

British and colonial observers have left us differing accounts of the Battle of Lexington. Read the account below and complete the exercise that follows. Then report to your group and have your group cooperatively fill out the group chart.

The British Commander

> I gave directions to the troops to move forward, but on no account to fire, or even attempt it without orders. When I arrived at the end of the village, I observed drawn up on a green nearly 200 of the rebels. When I came within about one hundred yards of them, they began to file off towards some stone walls on our right flank. The light infantry observing this, ran after them. I instantly called to the soldiers not to fire, but to surround and disarm them. Some of the rebels who had jumped over the wall, fired four or five shots at the soldiers, which wounded a man of the tenth, and my horse was wounded in two places, from some quarter or other, and at the same time several shots were fired from a meeting house on our left. Then, without any order or regularity, the light infantry began a scattered fire, and continued in that situation for some little time, contrary to the repeated order both of me and the officers that were present.

Exercise:

1. Who fired the first shot? ______________________________

____

2. What events led up to the shooting? ______________________

____

____

3. Do you believe the eyewitness? Why or why not? ______________

____

____

Worksheet 7B

COMMON SENSE

Thomas Paine's pamphlet Common Sense, published in January 1776, urged colonists to separate from Great Britain. Read this excerpt and complete the exercise that follows:

> A government of our own is our natural right: and when a man seriously reflects on...human affairs, he will become convinced that it is far wiser and safer, to form a government of our own, in a cool deliberate manner, while we have it in our power, than to trust such an...event to time and chance. If we omit it now, some [tyrant] may hereafter...collect together the desperate and the discontented, and by assuming to themselves the powers of government, may sweep away the liberties of the continent like a flood. Should the government of America return again into the hands of Britain, the tottering situation of things will be a temptation for some desperate adventurer to try his fortune; and in such a case, what relief can Britain give? Before she could hear the news, the fatal business might be done; and ourselves suffering like wretched Britons under the oppression of the conqueror. Ye that oppose independence now, ye know not what ye do; ye are opening a door to eternal tyranny, by keeping vacant the seat of government....
>
> O! ye that love mankind! Ye that dare oppose not only the tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum [haven] for mankind.

Adapted from: The Writings of Thomas Paine (4 vols.) (New York, 1894). As found in Land of Promise (Glenview, IL: Scott Foresman and Co., 1983), p. 459. Permission pending.

Worksheet 7B, COMMON SENSE (continued)

Exercise:

Would Paine's words persuade you to separate from Great Britain? Use the rating guide below to rate his arguments.

-1	0	+1	+2	+3
Not very convincing.	Has nothing to do with separation from Great Britain.	Words are somewhat convincing.	Words are fairly convincing; more reasons are still needed.	Words will convince most colonists to join Patriots.

Pretend that you are a colonist. What rating would you give to Thomas Paine's arguments in Common Sense?

____
rating

Reasons for your rating: ______________________________

____

____

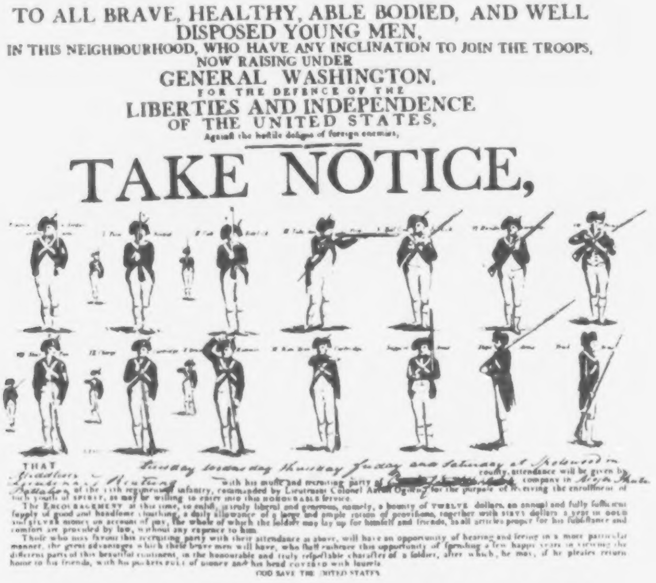
____

____

Worksheet 7C

TAKE NOTICE

It is 1775. You are walking in the street. You hear a group of people arguing. You try to find out what is happening. Their argument seems to be about a poster on a wall. You get close enough so that you can read the poster and hear the argument.



TO ALL BRAVE, HEALTHY, ABLE BODIED, AND WELL DISPOSED YOUNG MEN,
IN THIS NEIGHBOURHOOD, WHO HAVE ANY INCLINATION TO JOIN THE TROOPS,
NOW RAISING UNDER
GENERAL WASHINGTON,
FOR THE DEFENCE OF THE
LIBERTIES AND INDEPENDENCE
OF THE UNITED STATES,
Against the hostile designs of foreign enemies,

TAKE NOTICE,

GOD SAVE THE UNITED STATES

Library of Congress. Permission pending.

Speaker One

We have a good king who wants to help us. The English are a generous, sensible and kind nation. They will listen to our problems. Sometimes they make mistakes, but they do not mean to be cruel or unjust. Let us act like good children who have been treated unfairly. Let us complain to our parents, but let us speak to them with respect.

John Dickinson

(Letter from a farmer in Pennsylvania)

Speaker Two

We have two alternatives. First, give in to the tyranny of a king. Second, resistance by force. The latter is our choice. We have counted the cost of this contest, and find nothing so dreadful as voluntary slavery.... Our cause is just. In defense of freedom which is our birthright...we have taken up arms.

Patrick Henry

(Congressional Declaration of War, July 6, 1775)

Worksheet 7D

WHY I FOUGHT

This interview between Mellen Chamberlain, a Massachusetts lawyer and journalist, and Captain Levi Preston, a veteran of the Battle of Lexington, appeared in a Massachusetts newspaper 67 years after the Revolution. Read the interview and complete the exercise which follows:

Chamberlain: Captain Preston, why did you go to the Concord fight, the 19th of April, 1775?

Preston: Why did I go?

Chamberlain: Yes, my history tells me that you men of the Revolution took up arms against "intolerable oppressions." What were they?

Preston: Oppressions? I didn't feel them.

Chamberlain: What! Were you not oppressed by the Stamp Act?

Preston: I never saw one of those stamps, and always understood that Governor Bernard [of Massachusetts] put them all in Castle William [Boston]. I am certain I never paid a penny for one of them.

Chamberlain: Well, what then about the tea tax?

Preston: Tea tax! I never drank a drop of the stuff; the boys threw it all overboard.

Chamberlain: Then I suppose you had been reading Locke about the eternal principles of liberty.

Preston: Never heard of him. We read only the Bible, the Catechism, and the Almanack.

Chamberlain: Well, then, what was the matter? And what did you mean in going to the fight?

Preston: Young man, what we meant in going for those Redcoats was this: we always had governed ourselves, and we always meant to. They didn't mean that we should.

Adapted from: Mellen Chamberlain, John Adams, the Statesman of the American Revolution (1898), pp. 248-49. As found in Thomas A. Bailey and David M. Kennedy, The American Spirit. Vol. I, (Lexington, MA: D.C. Heath and Co., 1963), pp. 100-111. Permission pending.

Worksheet 7D, WHY I FOUGHT (continued)

Exercise:

Read another question that Chamberlain might have asked Preston. Then write the response that Preston might have given:

Chamberlain: Why do you think the British no longer approved of colonial self-government?

Preston: ____

____

____

____

____

Worksheet 7E

SLAVE JOINS PATRIOTS

Although Rhode Island did not grant freedom to slaves who fought with the Patriots until February 1778, Jehu Grant fled from his Loyalist master in 1777. Read the account of his service and complete the exercise that follows:

> At the time he left him, his master was called a Tory and in a secret manner furnished the enemy when shipping lay nearby with sheep, cattle, cheese, etc., and received goods from them. And this applicant being afraid his master would send him to the British ships, ran away sometime in August 1777.... He went right to Danbury and enlisted...was put to teaming with a team of horses and wagon, drawing provisions and various other loading for the army for three or four months until winter set in, then was taken as a servant to John Skidmore, wagon master general, and served with him until spring, when the troops went to the Highlands...on the Hudson River, a little above the British lines.... Sometime in June, when his master either sent or came, this applicant was given up to his master again, and he returned....

Sidney Kaplan and Emma Nogrady Kaplan, The Black Presence in the Era of the American Revolution (Amherst, MA: University of Massachusetts Press, 1989), p. 63. Permission pending.

Worksheet 7E, SLAVE JOINS PATRIOTS (continued)

Exercise:

Jehu Grant wrote the above account in 1832 when he applied to the War Department for a federal (national) pension. Pretend that you have just read his application. Indicate your approval or denial of his pension.

To: Jehu Grant
From: War Department
Subject: Federal Pension

Your pension has been __ approved

__ denied

Reasons:

1. ______________________________

____

2. ______________________________

____

Worksheet 7F

WOMAN ADMITS ENLISTING

Read this account by Deborah Sampson, who enlisted in 1782 under the name Robert Shurtleff. Then complete the exercise that follows:

> Covered with blood from head to foot, I told my companions I feared I had received a fatal wound; and I begged them to leave me to die on the spot: preferring to take the small chance I should in this case have of surviving, rather than be carried to the hospital. To this my comrades would not consent; but one of them took me before him on his horse, and in this painful manner I was borne six miles to the hospital of the French army, at a place called Crompond [New York].
>
> On coming in sight of the hospital, my heart again failed me. In a fit of despair, I actually drew a pistol from the holster, and was about to put an end to my life. That I did not proceed to the fatal act, I can ascribe only to Divine Mercy.
>
> The French surgeon was alert, cheerful, and humane. "How did you lose so much blood at this early hour? Is any bone broken?" was his first greeting; presenting me and other wounded men of our party with two bottles of choice wine. My head having been bound up, and a change of clothing becoming a wounded soldier being ready, I was asked by the too inquisitive French surgeon whether I had any other wound. He had observed my extreme paleness, and that I limped in attempting to walk. I readily replied in the negative: it was a plump falsehood! "Sit you down my lad; your boot says you fib!" said the surgeon, noticing that the blood still oozed from it. He took off my boots and stockings and washed my foot. I then told him I would retire, change my clothing, and if any other wound should appear, I would inform him.
>
> Meanwhile I had obtained in the hospital a silver probe (instrument for exploring a wound, a little curved at the end) a needle, some lint, a bandage, and some of the same kind of salve that had been applied to the wound in my head. I found that the bullet had penetrated my thigh about two inches, and the wound was still moderately bleeding. The wine had revived me, and God, by his kind care, watched over me. At the third attempt I extracted the bullet.

(continued on next page)

Worksheet 7F, WOMAN ADMITS ENLISTING (continued)

> This operation over, the blood was stopped, and my uniform, stiff enough to stand alone, had been exchanged for a loose, thin wrapper, when I was again visited by the surgeon. In his watchful eye, I plainly read doubts. I told him that all was well; that I felt much revived, and wished to sleep.

Land of Promise (Glenview, IL: Scott Foresman and Co., 1983), p. 462. Permission pending.

Exercise:

Place the events which Deborah Sampson discussed in her account in the order in which they occurred.

_____ Head wound cleaned and bandaged.

_____ Removed bullet from thigh.

_____ Carried on horseback to the French army hospital.

_____ Denied leg wound to surgeon.

_____ Quietly secured instruments and bandages.

Worksheet 7G

ENLISTING AFRICAN-AMERICANS IN THE REVOLUTION

The responses of both the British and the Patriots to the enlistment of African-Americans are described below. Read the responses and complete the exercise that follows:

> I do hereby...declare all indentured servants, Negroes, or others [referring to rebels] free that are able and willing to bear arms, they joining his majesty's troops, as soon as may be for the more speedily reducing this colony to a proper dignity.

Lord Dunmore
Governor of Virginia
November 7, 1775

> Since Lord Dunmore's Proclamation made its appearance here, it is said he has recruited his army in the counties of Princess Anne and Norfolk, to the amount of about 2,000 men, including his Black regiment, which is thought to be a considerable part, with this inscription on their breasts:..."Liberty to slaves." ...However, as the rivers will henceforth be strictly watched, and every possible precaution taken, it is hoped others will be effectively prevented from joining those his lordship has already collected.

Maryland Gazette,
December 14, 1775

> Free Negroes who have served in the army are dissatisfied at being discarded. If they are not permitted to serve with the Patriots, they may seek service in the British army. Therefore, I recommend that free Negroes be permitted to serve in the army.

George Washington

> The contempt we have been taught to entertain for the Blacks, makes us fancy many things that are founded neither in reason nor experience.... But it should be considered, that if we do not make use of them in this way, the enemy probably will.

Alexander Hamilton
(in a letter to
Congress,
March 14, 1779)

Worksheet 7G, ENLISTING AFRICAN-AMERICANS IN THE REVOLUTION (continued)

Exercise:

The enlistment of African-Americans in the Revolutionary War was a very complicated issue. For each of the actions below indicate with a check (✓) the action helped the Loyalists' or Patriots' cause. Then explain how that action helped the cause.

Actions	Helped Loyalists	Helped Patriots	How Action Helped Cause
1. Virginia governor declares all Blacks free who join His Majesty's troops.			
2. Colonists warn that the rivers of Virginia will be strictly watched.			
3. Washington recommends that free Blacks be permitted to serve in the army.			
4. Hamilton warns that contempt toward Blacks is founded neither in reason nor experience.			

Worksheet 7H

WHO'S TO BLAME?

The following anonymous article was written by a Pennsylvania Patriot. Read it and complete the exercise that follows. (Note that Loyalists are referred to as Tories.)

> JUNE 1. -- Among the many errors America has been guilty of during her contest with Great Britain, few have been greater, or attended with more fatal consequences to these States, than her lenience to the Tories.... We can no longer be silent on this subject, and see the independence of the country, after standing every shock from without, endangered by internal enemies. Rise up, America! your danger is great -- great from a quarter where you least expect it. The Tories, the Tories will yet be the ruin of you! 'Tis high time they were separated from among you. They are now busy engaged in undermining your liberties. They have a thousand ways of doing it, and they make use of them all. Who were the cause of this war? The Tories! Who persuaded the tyrant of Britain to fight it in a manner before unknown to civilized nations and shocking even to barbarians? The Tories! Who prevailed on the American Indians to join with the enemy? The Tories! Who have assisted the Indians in taking the scalp from the aged matron, the blooming fair one, the helpless infant, and the dying hero? The Tories! Who assisted in burning your towns...[and] ravaging your country? The Tories! Who caused thousands of you to mourn the loss of your dearest relatives? The Tories!... Who hold a traitorous correspondence with the enemy? The Tories! Who daily sends them intelligence? The Tories!... Who dissuade men from entering the army? The Tories! Who persuade those who have enlisted to desert? The Tories! Who harbor those who desert? The Tories! In short, who wish to see us conquered, to see us slaves, to see us hewers of the wood and drawers of water? The Tories!...

Selection from "Vengeance on the Tories" (1779) in Albert Bushnell Hart, ed., American History Told by Contemporaries, Vol. II (New York: Macmillan, 1924). Adapted from: Joseph Conlin, Our Land, Our Time (San Diego: Coronado, 1986), pp. 80-81. Permission pending.

Worksheet 7H, WHO'S TO BLAME? (continued)

Exercise:

In the space below draw a picture or poster that might have accompanied the Pennsylvania Patriot's article.

Worksheet 7H, WHO'S TO BLAME? (continued)

Exercise:

Pointing Blame

Pretend that each of the individuals below has just read this article. For each one indicate what you think his or her reaction would be, using the scale below. Then explain your reason in the space provided.

-2	-1	0	+1	+2
Very angry with Patriots; Loyalists' position is totally misrepresented.	Slightly angry with Patriots; Loyalists are misunderstood.	No effect.	Patriots state position fairly. I'm angry with Loyalist neighbors.	Patriots have inspired me to join their cause -- get Loyalists out of town.

Person	Rating	Reason
Pennsylvanian who supported Sons of Liberty against tax on tea.		
Small farmer who has little interest in war.		
Landowner who supports king, angry that neighbors are throwing rocks at his house.		

Worksheet 7I

CAUSES OF THE REVOLUTION

If a discussion were held among people who lived through the Revolution and those who have studied it, the causes for the Revolution might appear as they are stated below. For each of the causes listed, give one example of an event which would support the cause. Then place an "X" next to the cause which you believe was most important in bringing about the Revolution.

Causes	Examples
1. "What we meant in going for those redcoats was this: we always had governed ourselves, and we always meant to. They didn't mean we should." Captain Levi Preston, Revolutionary War Veteran (Lew Smith The American Dream, Chicago IL: Scott Foresman and Co.,1977, p. 40).	
2. "It was fought to gain back control of our economic lives and end the British mercantile system." Louis M. Hacker, Triumphs of Capitalism (New York: Simon and Schuster, 1940, pp. 145-170).	
3. "As stated in our Declaration, the revolution was fought to preserve the following principles: 'all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.'" Thomas Jefferson, Declaration of Independence.	
4. "The start of the Revolution can best be explained by the mistakes made by the British in dealing with the colonists." John Richard Alden, The American Revolution (New York: Harper & Row, 1954,).	

UNIT THREE: A NATION IS CREATED

Learning Activity #8

Theme: Movements of People

Focus Question: To what extent was Canada a "safe haven" for American Loyalists?

Background:

Canada, or British North America, as it was called in 1776, neither wanted independence nor wanted to support the American colonies in their war against Great Britain.

In the early days of the war, Washington waged a campaign to take Canada so that Great Britain would not have a northern base from which to attack the colonists. The rebel forces, after a long struggle, were badly defeated outside Quebec and the struggle to capture Canada was forsaken.

Loyalists began emigrating to Canada as early as 1775. Calling themselves United Empire Loyalists, more than 40,000 left for Canada. After the war, African-Americans who supported the British also left for Canada where they were promised free land. However, many left in the 1790s for Sierra Leone as part of the African colonization movement. New Yorkers who remained loyal to the king accepted the promise of free land and moved to Ontario and Quebec. Moreover, a tract of land along the Grand River in Ontario was provided for the Mohawk and other Iroquois who supported the British in the revolutionary war.

Major Ideas:

. Not all American colonists supported the Patriots' attempts to win political and economic independence.

. The emigration of thousands of Loyalists from the United States to the remaining British colonies in Canada helped to sharpen the differences between the two regions and to influence the future relations between the United States and Canada.

Concepts:

. Choice
. Empathy

Performance Objectives: Students will be able to:

. Assess the impact of the Revolution on American Loyalists.

. Trace the routes of Loyalists who escaped to Canada.

. Evaluate the extent to which Canada provided a safe haven for American for Loyalists.

Development:

- Distribute Worksheet 8A, "Loyalists Leave for Canada." Have students complete the worksheet, then have them explain their answers to the following questions:
  - What does this picture show?
  - Why will the journey for this Loyalist family probably be a difficult one?
  - Why would the family undertake such a difficult move?
  - Would you and your family move to another country if you disagreed with your government's policies?
  - Were other colonists right to be hostile to the Loyalists? Why or why not?
  - Why was Canada a safer place for the Loyalists than the colonies to the south?
- Distribute Worksheet 8B, "Loyalists Flee to British North America." Have students complete the worksheet and explain their answers to the following questions:
  - What information do we get from this map?
  - What would be a good title for the map?
  - What do all the travel routes have in common?
  - Why might Halifax and St. John have had more Loyalist immigrants than Quebec?
  - Why might a Loyalist have felt more comfortable in Canada than in England?
  - Do you think Canada would be as willing today as in 1776 to accept thousands of political emigrants from the United States? Why or why not?
  - Based on the statistics on the map, to what extent did Canada provide a "safe haven" for American Loyalists?
- Distribute Worksheet 8C, "Blacks in Canada." Have students complete the worksheet and explain their answers to the following questions:
  - What does this picture show us?
  - What would be a good title for the picture?
  - How would the work done by the Black man in this picture compare with work done at that time in the United States by Africans-Americans?
  - What do you think was the most difficult part of this man's adjustment?
  - How happy do you think this Black man is with his decision to leave America?
  - Was Canada a "safe haven" for Blacks? Explain.

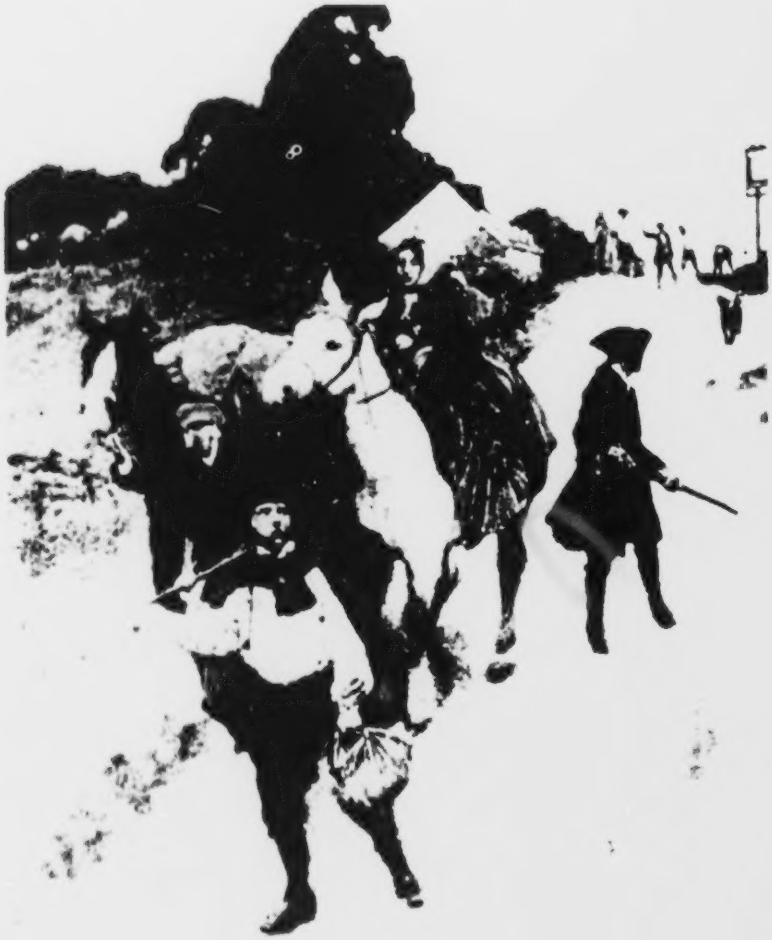
Follow-up Activities:

- Have students write a monologue describing the thoughts and feelings of a Loyalist leaving for Canada.
- Have students write editorials for a colonial newspaper in which they take either the position that families fleeing to Canada are patriots or that they are traitors.

Worksheet 8A

LOYALISTS LEAVE FOR CANADA

Study the picture of this Loyalist family leaving for Canada, then answer the questions that follow.



Historical Pictures Service. Permission pending.

BEST COPY AVAILABLE

Exercise:

1. We can tell that this family is moving because ____________________________

____

____

2. The family seems to feel __________________________ about the move.

3. The neighbors at the top of the road seem to be telling the family to _____

   ____

4. The family is probably thinking ____

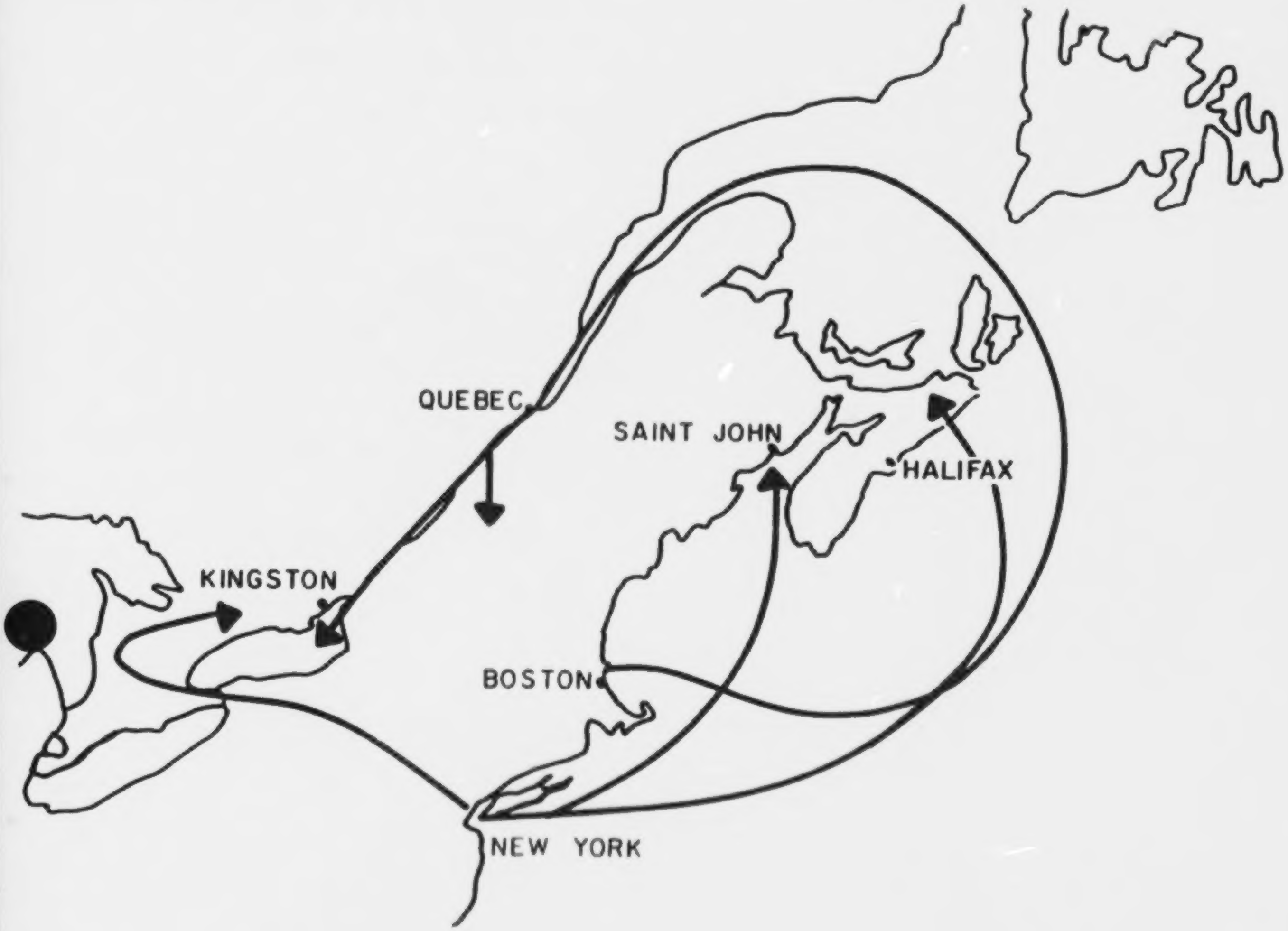
____

____

Worksheet 8B

LOYALISTS FLEE TO BRITISH NORTH AMERICA

Study the map below which traces the routes of Loyalists to Canada (then called British North America) and complete the exercise that follows.


QUEBEC
SAINT JOHN
HALIFAX
KINGSTON
BOSTON
NEW YORK

Facts on United Empire Loyalists (UEL's), 1775-1810:

6,000 UEL's settle in Quebec

20,000 UEL's settle in St. John, New Brunswick

80,000 UEL's settle in Halifax, Nova Scotia

From Canadian Studies (Plattsburgh: State Univ. of New York, 1982), p. 107. Permission pending.

Exercise:

After studying the map and information on the preceding page, answer the following questions.

1. The two American cities that were departure points for Loyalists fleeing to British North America were ______________________________ and ______________________________.

2. Loyalists settled in areas such as ________________ and ________________.

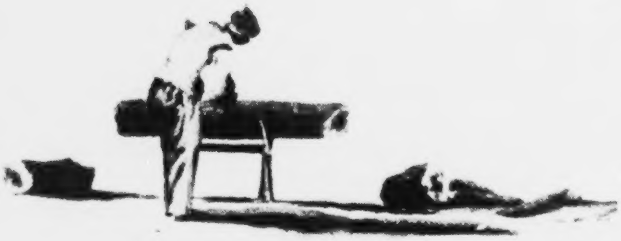
3. The western route from New York City brought Loyalists to ________________, Ontario while an Atlantic (northeastern) route might bring Loyalists to ________________ or ________________.

4. The longest route was from ____________________ to ____________________.

Worksheet 8C

BLACKS IN CANADA

Study the painting of a Black man who left the American colonies for Canada and answer the questions that follow.



William Booth, A Black Wood Cutter at Shelburne, Nova Scotia 1788. National Archives of Canada. Permission pending.

1. What information is provided in this picture?

2. What kinds of job opportunities might have been available to free Blacks in Canada, based on this picture?

Learning Activity #9

Focus Question: What was the impact of the Revolution on people living in America?

Background:

Because the American colonies were mostly agrarian at the time of the Revolution, the workload for women who had to manage the family farm increased as men went off to war. The lack of American-made products made goods scarce during the war, and prices for ordinarily available products skyrocketed. Women worked collectively to gather supplies and boycott British goods.

Although women helped serve the army as cooks, laundresses, and seamstresses, the conditions in many camps of war became increasingly distressing as war dragged on. The new government could scarcely afford adequate supplies for soldiers, doctors, and others involved in the war effort. At first African-Americans were not allowed to serve in the war, but after the British promised freedom to those who joined their side, some states offered freedom to male slaves who enlisted in the Continental army.

Major Ideas:

- The importance of sectional interests was supplanted by a need for cooperation in the war effort, resulting in greater INTERDEPENDENCE.

- The American Revolution began and proceeded haphazardly. Its patterns are clearer in retrospect than they were to the people directly involved.

Concepts:

- Change
- Choice
- Interdependence
- Scarcity

Performance Objectives: Students will be able to:

- Discuss the impact of the revolutionary war on the participants -- e.g., farmers, business people, soldiers, etc.

- Evaluate the extent to which the American Revolution affected the daily lives of people.

Development:

- Distribute Worksheet 9, "The War and People." Divide the class into groups of six. Assign each student in the group one of the readings on the worksheet. Have students complete assigned exercises and report to group members on his or her reading. Then have the group cooperatively fill out the chart "The War and the People."

. Have students explain their answers to the following questions:

- What do these readings tell us about the impact of the Revolutionary War on people in America?
- What changes occurred in some people's daily routines?
- How can we explain the reasons for these changes?
- If you were living during the Revolution, which of the changes would you have found hardest to accept?
- Which of the people described suffered the greatest hardship? Why?
- Why might the impact of the war on people living in America be greater than on people living in Great Britain?
- How prepared were people in America for the difficulties of war?
- How much did the Revolution affect the lives of people in America?

Worksheet 9

THE WAR AND THE PEOPLE

After each member of the group has completed his or her assigned worksheet, have your group work together to complete the chart below.

Special difficulties caused by the war	Ways of dealing with problems	General effectiveness in handling the situation
FARMER		
BUSINESS-PERSON		
SOLDIER		
AFRICAN-AMERICAN SOLDIER		
DOCTOR		
MOHAWK		

Worksheet 9, THE WAR AND THE PEOPLE (continued)

Group Responses:

1. Whose efforts does your group admire most? ______________________________

2. Why did you make that choice? ______________________________

Reading 1

Taking Care of the Family Farm

Read these letters from Mary to her husband Josiah and Josiah's letter to Mary. Then complete the exercise that follows.

From Mary to Josiah:

Kingston, July 6, 1776

I hope we all shall be kept in health, peace, and safety. We have the same keeper though we are separated, yet God is everywhere present. A general time of health. We have had a great plenty of rain this week.

I am in great hopes the English corn will be very good this year. Indian corn grows very fast. I believe hay will be better than our fears; in short, these bountiful rains have revived the face of the earth.... We have had very sharp lightning and heavy thunder which has struck trees and the grounds several times. As the weather is much hotter with you than with us I shall be glad to know whether you have thunder and lightning there or no.

Kingston, August 9, 1776

The people among us is very hurried getting in the harvest. I believe they will chiefly finish this week. We have cut all our grain; something late getting in hay. We have not half done as the grass grew very fast of late. Plenty of rains; the weather not very hot.

Kingston, August 29, 1776

Prices of things have been extravagant -- molasses four and six pence per gallon.... New England rum five shillings per gallon, West India seven and six pence per gallon, cotton wool four shillings per pound, Bohea tea ten shillings per pound, and other things in proportion. Men's days work some three shillings and some four shillings per day.

Kingston, September 9, 1776

Help is so scarce we could not get one day's work about reaping upon any account and one about mowing. But what I paid the money for we have almost done haying.... Our English corn is not threshed yet. Apples scarce, plums in the garden plenty. Pray do come home before cold weather, as you know my circumstances will be difficult in the winter, if I am alive.

Worksheet 9, THE WAR AND THE PEOPLE (continued)

From Josiah to Mary:

Philadelphia, August 24, 1778

> I am sorry to hear there is like to be a scarcity of cider, as I sensibly feel the want of it here, where there is always a scarcity or rather where they never use much of it, and what is made is very inferior to the New England cider. If I am not likely to make any I hope you will purchase a few barrels as I should be glad of a little (after so long fasting from it) when I return home....
>
> The little bobbed hats for the men are growing fast out of fashion. The mode now is large round brims. No hats are now made in any other mode here. So much for fashions, for the satisfaction of my children....

From Pauline Maier, The Old Revolutionaries, 1980, in Milton Meltzer, The American Revolutionaries (New York, Thomas Crowell, 1987), pp. 77-79. Permission pending.

Exercise:

For each of the following farm activities, indicate how the ability to perform each one increased, decreased, or remained the same during the war.

Activities	Ability to Complete Task: Increased, Decreased, Remained the Same
1. Hiring help to harvest crop.	____________________ ____________________
2. Tending to staple crops (corn, apples).	____________________ ____________________
3. Relying on any available family member to pitch in and help.	____________________ ____________________

Worksheet 9, THE WAR AND THE PEOPLE (continued)

Reading 2

Actions of Business Community

Read the letter from Abigail Adams to her husband John Adams and complete the exercise that follows.

> Abigail to John,
>
> I have nothing new to entertain you with, unless it be an account of a new set of nobility, which has lately taken the lead in Boston. You must know that there is a great scarcity of sugar and coffee, articles which the female part of the state is very loath to give up, especially whilst they consider the scarcity occasioned by the merchants having secreted a large quantity. There had been much disruption and noise in town for several weeks. Some stores had been opened by a number of people, and the coffee and sugar carried into the market and dealt out by pounds.
>
> It is rumored that a well-known, wealthy, stingy merchant [Thomas Boylston] (also a bachelor) had a hogs-head of coffee in his store, which he refused to sell to the committee under six shillings per pound. A number of females -- some say a hundred, some say more -- assembled with a cart and trucks, marched down to the warehouse and demanded the keys, which he refused to deliver. Upon which one of them seized him by his neck, and tossed him into the cart. Upon his finding no quarter, he delivered the keys, when they tipped up the cart and discharged him, then opened up the warehouse, hoisted out the coffee themselves, put it into the trucks and drove off.

Rate the actions of the business community described above according to the scale on the chart below.

Exercise: Approval Rating for Business Community

-1	0	+1
Action unfair in wartime	No opinion	Action fair due to conditions of war

Actions — Rating

1. Raised prices due to scarcity of goods from England. ______

2. Kept certain products off the shelves on purpose. ______

Reading 3

Serving in the War

Read this excerpt from a soldier's diary at Valley Forge (December, 1777) and complete the exercise that follows:

> From Private James Martin's Journal:
>
> The army was now not only starved but naked; the greatest part were not only shirtless and barefoot, but destitute of all other clothing, especially blankets. I obtained a small piece of raw cowhide and made myself a pair of moccasins, which kept my feet (while they lasted) from the frozen ground, although, as I well remember, the hard edges so hurt my ankles, while on a march, that it was with much difficulty and pain that I could wear them afterwards; but the only alternative I had was to suffer this inconvenience or to go barefoot, as hundreds of my companions had to, till they might be tracked by their blood upon the rough frozen ground. But hunger, nakedness, and sore shins were not the only difficulties we had at that time to encounter; we had hard duty to perform and little or no strength to perform it with.
>
> The army continued at and near the Gulf for some days, after which we marched for the Valley Forge in order to take up our winter-quarters. We were now in a truly terrible condition -- no clothing, no provisions and as disheartened as need be. We arrived, however, at our destination a few days before Christmas. Our prospect was indeed dreary. In our miserable condition, to go into the wild woods and build us shelters to stay (not to live) in, in such a weak, starved and naked condition, was shocking in the highest degree, especially to New-Englanders, unaccustomed to such kind of hardships at home.

Richard Morris and James Woodress, Voices from America's Past (New York: Dutton, 1963), pp. 114-115. Permission pending.

Exercise:

Pretend you are this soldier. What three things would you want most in a "care" package from home.

Soldier's Wish List

____

____

____

Reading 4

An African-American Soldier

Read this account of John Peterson, an African-American who served in the Continental army. Then complete the exercise that follows:

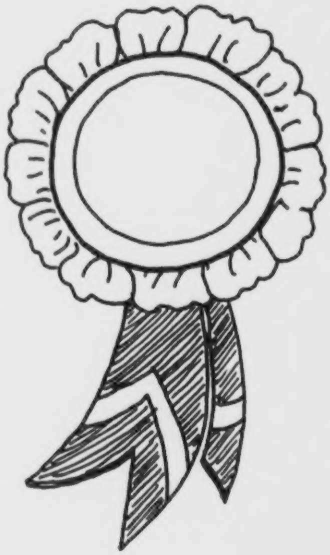
> John Peterson, a colored man (mulatto) departed this life October 2nd, at his late residence in the village of Peekskill, aged 103 years. Peterson was brought up in the family of...Isaac Sherwood [who] had entered the Continental army, as a first lieutenant, and Peterson... begged the privilege of accompanying him into the service....
>
> This regiment was in the memorable battle of Stillwater, in Saratoga county, at the time Gen. Burgoyne surrendered his whole army.... Isaac Sherwood received a mortal wound at Stillwater, but John Peterson's involvement in the Patriot cause continued.
>
> On the morning of the 21st of September, 1780, Moses Sherwood and Peterson were engaged in making cider, at Barrett's farm in Cortlandt.... They had taken their arms with them.... It was on that day that the Vulture, a British sloop-of-war, came to anchor...having brought up Major Andre for the purpose of holding an interview with the traitor Benedict Arnold.... [Moses Sherwood] saw a barge filled with armed men from the Vulture, in company with a gun-boat, approaching the shore...whereupon they seized their guns and...concealed themselves behind some rocks, and as the barge came sweeping along towards the place where they were lying, Peterson fired. His aim had been well directed, for an oar was seen to drop from the hands of one of the men on board, and much confusion was observed among them. A second shot from Sherwood forced them to return to the Vulture, which they did under cover of canister and grapeshot from the gun-boat.... Many armed townspeople now opened fire on the Vulture.
>
> Major Andre...saw from his window the Vulture slip her cable and make sail for New York. This circumstance prevented him from returning to the city by water...which led to his capture at Tarrytown. But for the firing of Peterson and Sherwood upon the barge, it is more than probable he would have returned to the Vulture in safety.
>
> [Note: Major Andre was captured and executed by the Patriots for his involvement with the spy Benedict Arnold.]

Sidney Kaplan and Emma Nogrady Kaplan, The Black Presence in the Era of the American Revolution (Amherst: University of Massachusetts Press, 1989), p. 62. Permission pending.

Worksheet 9, THE WAR AND THE PEOPLE (continued)

Exercise:

Complete this award to John Peterson.



This medal awarded to John Peterson for: ______________________________

____

____

____

____

____

Worksheet 9, THE WAR AND THE PEOPLE (continued)

Reading 5

Caring for the Injured

Read this account written by Dr. Lewis Beebe of Massachusetts (1776) and complete the exercise that follows.

> FRIDAY, JUNE 7. Last evening one died of the smallpox, and early this morning one of the colic; at 10 A.M. one of the nervous fever. Here in the hospital is to be seen at the same time some dead, some dying, others at the point of death, some whistling, some singing, and many cursing and swearing. Visited many of the sick in the hospital -- was moved with a compassionate feeling for poor distressed soldiers, [who] when they are taken sick, are thrown into this dirty, stinking place and left to take care of themselves. No attendance, no provision made, but what must be loathed and abhorred by all both well and sick.

Milton Meltzer, The American Revolutionaries (New York: Thomas Y. Crowell Co., 1987), p. 139. Permission pending.

Exercise:

Medical Care Then and Now

For each of the situations outlined in the diary, indicate whether the situation existed in 1776, or exists today, or both.

Situation	Revolutionary Era	Today	In Both Eras
Doctors have medicines and materials to help those who are injured.			
Injured feel angry, upset, and alone.			
Smallpox and other infections wipe out large numbers of soldiers.			
There is compassion among people for those injured in war.			
Hospital is dirty and unsanitary.			

Reading 6

Mohawk Chief Visits King George III

Read the speech of Joseph Brant, a Mohawk chief, which was delivered in London in March 1776. Then complete the exercise that follows.

> We have crossed the great lake (Atlantic Ocean) and come to this kingdom...that we might see our father, the great king and...inform him of the good intentions of the Indians and of their (support) for his majesty and his government....
>
> Brother, the disturbances in America give great trouble.... The Six Indian Nations, which have always loved the king, sent a number of their chiefs and warriors...to Canada last summer in the defense of that country...when it was invaded by the New England People....
>
> Brother, in that engagement (The Battle of the Cedars) we had several of our best warriors killed and wounded. The Indians think it very hard that they should have been so deceived and lied to by the white people in that country.... We now, Brother, hope to see these bad children, the Colonists, punished....
>
> Brother, the Mohawks, our particular nation, have on all occasions shown their...loyalty to the great king. Yet they have been very badly treated by the people in the Colonies.... We request that his majesty attend to this matter.... Indeed it is very hard when we have let the king's subjects have so much land for so little value that they should want to cheat us in this manner of the small spots we have left for our women and children to live on....
>
> Brother, we hope that these things will be considered and that the king or his great men will give us such answer as will make our heart light and glad before we go....

Adapted from: Branson, Margaret Stimman, Inquiry Experiences in American History (New York: Ginn & Co., 1970), p. 39. Permission pending.

Worksheet 9, THE WAR AND THE PEOPLE (continued)

Exercise:

Imagine you are King George III and you have just heard Joseph Brant's speech. Use the space provided below to write a response to the Mohawk chief.

UNIT THREE: A NATION IS CREATED

Learning Activity #10

Themes: Contributions, Culture/Diversity, Struggle for Equality

Focus Question: Why were the American colonies victorious in the revolutionary war?

Background:

In retrospect it is incredible that the American colonies could have defeated Great Britain in their war for independence. Many factors were responsible for the American victory.

Geography influenced the outcome of the conflict. The British faced opposition both on the seas and in their attempts to move from the coast to wooded inlands. Moreover, great dissension over the possibilities for victory existed within Britain itself, as evidenced by the statements of British political leaders like Edmund Burke and William Pitt. Britain's reliance on Hessians and mercenaries necessitated vast military expenditures on its part. French anger at the British made it possible for Americans to sign a Defensive Alliance with France in 1778 and receive economic and military aid from that quarter.

Despite their oppressed condition, African-Americans were prominent in the birth of the United States. Approximately 5,000 Blacks, both slave and free, served in the colonial army. In some cases, masters sent their slaves to fight in their place. In fact, New York passed a law sanctioning such actions in 1776.

Initially, African-Americans could not serve in the colonial army. This policy changed when the British offered freedom to all slaves who fought for their side. Then, colonial commanders, fearing that African-Americans would join the British side, allowed African-Americans to serve. Ironically, most African-Americans on the colonial side fought in integrated units except for troops from Massachusetts and Rhode Island.

Women joined the war effort at home and at the battle front by raising money for supplies, making cloth, spying, and carrying information to the Patriots. Women also fought in the Revolution, by passing as men, the only way they could so participate. Women also managed farms and businesses.

American Indians were divided in their loyalties. The Oneidas and Tuscaroras in New York State supported the Patriots and were treated more favorably than other native peoples after the war.

Foreigners came to the aid of the American colonies with supplies and money. Money was also raised by a Polish-American Jew, Haym Salomon. Cuban women even melted their jewelry to raise money for American troops. The Spanish also made their ports available in New Orleans and Havana.

Major Ideas:

- The outcome of the war was influenced by many factors.
- The American Revolution began and proceeded haphazardly. Its patterns are clearer in retrospect than they were to the people directly involved.
- Women, African-Americans, American Indians, and others contributed to the outcome of the war.

Concepts:

- Culture
- Diversity
- Interdependence

Performance Objectives: Students will be able to:

- Assess the advantages and disadvantages of Great Britain and the American colonies.
- Discuss the role of key personalities in America's victory.
- Evaluate the impact of different cultural groups, volunteers, and foreign aid in the Patriots' victory.
- Make a judgment as to the crucial factors influencing the outcome of the revolutionary war.

Development:

- Distribute Worksheet 10A, "Washington's Role in the Revolution." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
  - What does this diary tell us about George Washington's leadership in the Revolution?
  - What specific qualities does this colonel admire in Washington?
  - According to the diary, why didn't the Patriots, who were ill-fed and in rags, complain?
  - How effectively does the author paint a picture of Washington's ability to lead his troops?
  - If you were with Washington at Trenton, how confident would you have been of victory?
  - To what extent do you think Washington's leadership was a major factor in the Patriots' victory?

. Distribute Worksheet 10B, "One Englishman's Position on the War." Have students read the speech, complete the exercise, and explain their answers to the following questions:

- What does William Pitt tell the British in this speech?

- Why does Pitt feel that a British victory in the Revolution is impossible?

- How do you think the British reacted to his arguments? Why?

- Do you think his speech should have been publicized? Why or why not?

- Which of Pitt's arguments, if any, were valid? Why?

- To what extent was lack of support for the English side among some British leaders a factor in the Patriots' victory?

. Distribute Worksheet 10C, "Women in the Revolution." Have students, working in pairs, complete the worksheet and explain their answers to the following questions:

- What do these pictures tell us about the role of women in the American Revolution?

- How would you compare the roles shown here?

- Under what circumstances would women be on the battlefield?

- How do the pictures suggest the Revolution's impact on families?

- Which picture is most realistic? Most patriotic? Why?

- To what extent does war involve all the people of a nation -- not just the soldiers?

. Distribute Worksheet 10D, "African-Americans in the Revolution." Have students work in groups to roleplay the interview and complete the exercise. Then have students explain their answers to the following questions:

- What information does this interview give about the role of African-Americans in the American Revolution?

- Why would African-Americans fight alongside many of the people whom they viewed as oppressors?

- What do you think James Foster meant when he said, "I am here a prisoner for the liberties of my country. I never, never shall prove a traitor to her interests"?

- If you were a slave, would you have fought against the British? If offered freedom, which side would you have joined? Why?

- How was the contribution of African-Americans to the Revolution an important step in their struggle for equality?

. Distribute Worksheet 10E, "Phillis Wheatley." Have students read the poem, complete the exercise, and explain their answers to the following questions:

- What is this poem about?
- What does this poem tell us about Wheatley's life before the system of slavery?
- How does this poem express Wheatley's feelings about being a slave?
- What does she mean when she says, "And can I then but pray others may never feel Tyrannic sway?"
- How does this poem make you feel about the system of slavery?
- Do you think this poem contributed to the struggle for freedom and equality?

. Distribute Worksheet 10F, "Financing the Revolution." Have students read the worksheet, complete the exercises, and explain their answers to the following questions:

- What is this letter about?
- Why is George Washington grateful to Diego de Gardoqui?
- According to the letter, how does Washington wish to honor de Gardoqui?
- If you were in Diego de Gardoqui's place, what considerations would you have had about raising money for the Americans during the Revolution?
- Would you have agreed with de Gardoqui's decision to raise money for the Americans? Why or why not?
- To what extent were people like de Gardoqui responsible for America's victory?
- How do you think de Gardoqui might respond to Washington's letter?

. Distribute Worksheet 10G, "Hall of Fame." Have students working in pairs, read the worksheet and complete the exercise. Then have students explain their answers to the following questions:

- What does the "photo gallery" tell us about the people who supported the Patriots?
- What role did foreigners have in the Patriot victory?
- Why do you think the Patriots inspired people from other nations to join their cause?
- What lessons, if any, could these supporters bring back to their nations?
- To what extent did both rich and poor support the Patriots?

- How important was it for the Patriots' victory to have the support of diverse groups?
- Which of those pictured do you most admire? Why?

Follow-up Activities:

- Students can add names and pictures to the "Hall of Fame" worksheet.
- Students might research each of the following reasons for the British defeat in the American Revolution, then rank them from most to least important:
  - Difficulty of supplying troops so far away from England.
  - Opposition of some members of Parliament and some British citizens to the war.
  - Use of mercenary troops (Hessians) who had no true loyalty or commitment to Britain.
  - Advantage held by colonists fighting in their homeland.
  - Leadership of George Washington and fighting methods of colonists.
  - Support of colonists by France.
- Students might also research British advantages over colonists in the war.
- Students might like to visit the Jumel Mansion, which was used by George Washington during the revolutionary war. The mansion is located near the northern edge of Harlem.

Worksheet 10A

WASHINGTON'S ROLE IN THE REVOLUTION

These diary entries of Colonel John Fitzgerald record the plans of the Patriots to attack Hessians in Trenton in December 1776. Read the excerpts from the diary and complete the exercise that follows.

> DECEMBER 25, CHRISTMAS MORNING. They make a great deal of Christmas in Germany, and no doubt the Hessians will drink a great deal of beer and have a dance tonight. They will be sleepy tomorrow morning. Washington will set the tune for them about daybreak. The rations are cooked. New flints and ammunition have been distributed.
>
> CHRISTMAS, 6 P.M. The regiments have had their evening parade, but instead of returning to their quarters are marching toward the ferry. It is fearfully cold and raw, and a snowstorm is setting in. The wind is northeast and beats in the faces of the men. It will be a terrible night for the soldiers who have no shoes. Some of them have tied old rags around their feet; others are barefoot, but I have not heard a man complain. They are ready to suffer any hardship and die rather than give up their liberty. I have just copied the order for marching. Both divisions are to go from the ferry to Bear Tavern, two miles. They will separate there; Washington will accompany Greene's division down the Pennington Road. Sullivan and the rest of the artillery will take the river road.
>
> DECEMBER 26, 3 A.M. I am writing in the ferry house. The troops are all over, and the boats have gone back for the artillery. We are three hours behind the set time. The men have had a hard time to force the boats through the floating ice with the snow drifting in their faces. I never have seen Washington so determined as he is now. He stands on the bank of the river, wrapped in his cloak, superintending the landing of his troops. He is calm and collected, but very determined. The storm is changing to sleet and cuts like a knife. The last cannon is being landed, and we are ready to mount our horses.
>
> DECEMBER 26, NOON. It was nearly four o'clock when we started. At Birmingham a man came with a message from General Sullivan that the storm was wetting the muskets and rendering them unfit for service. "Tell General Sullivan," said Washington, "to use the bayonet. I am resolved to take Trenton."

Adapted from: Milton Meltzer, The American Revolutionaries (New York: Thomas Y. Crowell Co., 1987), pp. 102-103. Permission pending.

Worksheet 10A, WASHINGTON'S ROLE IN THE REVOLUTION (continued)

Exercise:

For each of the qualities of a good leader listed below, indicate one way George Washington demonstrated that leadership quality in planning the Battle of Trenton.

Washington's Leadership Qualities

Quality of Leadership	How Washington Demonstrated This Quality of Leadership
1. Ability to act wisely in a difficult situation.	
2. Ability to maintain the support of the people.	
3. Intelligence.	
4. (Add your own quality of leadership.)	

Which was Washington's best leadership quality? Why? ______________________

____

____

____

Worksheet 10B

ONE ENGLISHMAN'S POSITION ON THE WAR

William Pitt, a British general who lead his country to victory in the French and Indian War, made a speech in 1777 about Great Britain's prospect for victory in the Revolution. After reading the excerpt below complete the exercise that follows.

> The desperate state of our army abroad is in part known: no man thinks more highly of them than I do. I love and honor the English troops. I know their virtues and their valor. I know they can achieve anything except impossibilities; and I know that the conquest of English America is an impossibility.
>
> You cannot, I venture to say it, you cannot conquer America. Your armies in the last [Seven Years'] war did everything that could be done; and what was it? It cost a numerous army a long and difficult campaign, to expel five thousand Frenchmen from French America. My lords, you cannot conquer America. What is your present situation there? We do not know the worst; but we know that in three campaigns we have done nothing and suffered much....
>
> As to conquest, therefore, my lords, I repeat, it is impossible. You may swell every expense and every effort still more extravagantly; pile and accumulate every assistance you can buy or borrow; traffic and barter with every little pitiful German prince that sells and sends his subjects to the shambles of a foreign prince. Your efforts are forever vain and impotent; doubly so from this mercenary aid on which you rely. If I were an American, as I am an Englishman, while a foreign troop was landed in my country, I never would lay down my arms--never-never-never!
>
> Your own army is infected with the contagion of these mercenaries. I know from authentic information, and the most experienced officers, that our discipline is deeply wounded. Whilst this is notoriously our sinking situation, America grows and flourishes; whilst our strength and discipline are lowered, hers are rising and improving.

Adapted from: Thomas A. Bailey and David M. Kennedy, The American Spirit, Vol. I. (Lexington, MA: D.C. Heath and Company, 1963), p 106. Permission pending.

Worksheet 10B, ONE ENGLISHMAN'S POSITION ON THE WAR (continued)

Exercise:

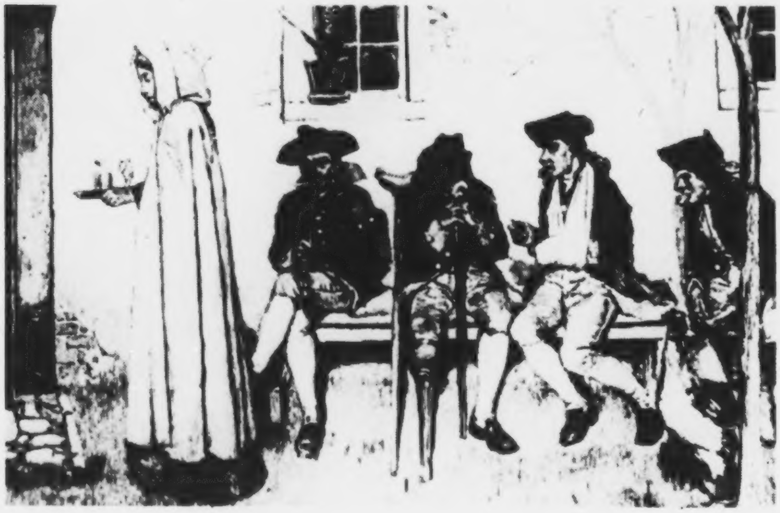
For each of the statements offered below, indicate whether William Pitt would have agreed or disagreed. Give a reason for your answer.

Statements	Pitt's Positions Agree	 Disagree	Reasons
The British victory in the French and Indian War was an easy one.			
Paid foreign soldiers do not really have an interest in fighting.			
In time, the nation that spends the most and raises the most money will win the war.			
The spirit of the troops is an important factor in victory.			

Worksheet 10C

WOMEN IN THE REVOLUTION

The pictures below show some of the roles played by women in the American Revolution. Describe the roles depicted in each picture and give each picture a title.



Title: ______________________

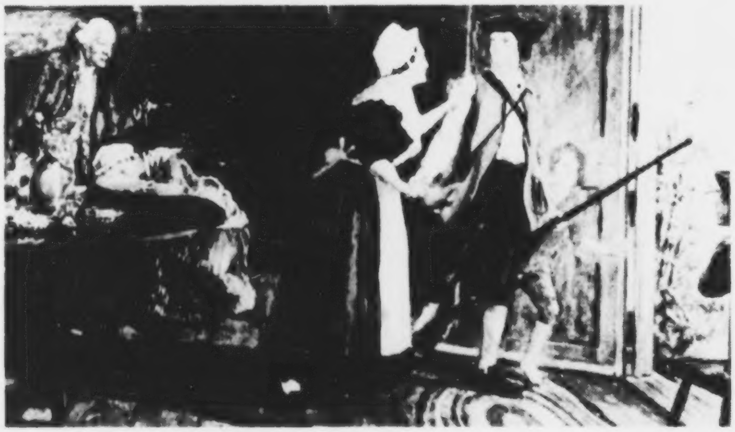
____

____

Role played by women: ______________________

Title: ______________________

____

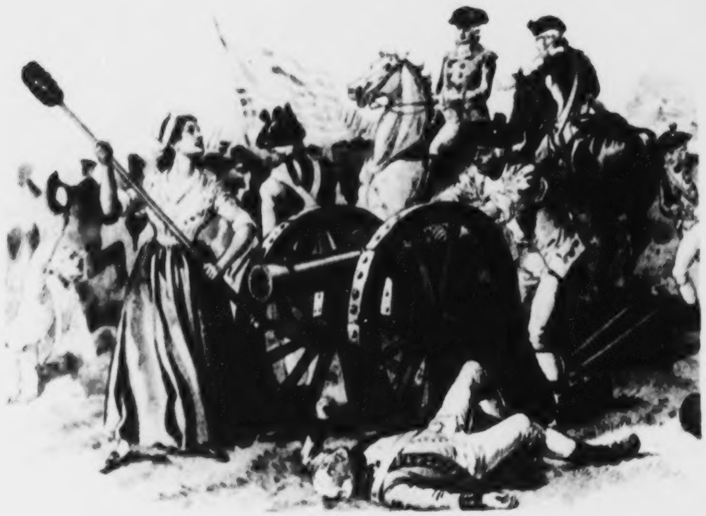


Role played by women: ______________________

Historical Pictures Service, Chicago. Permission pending.

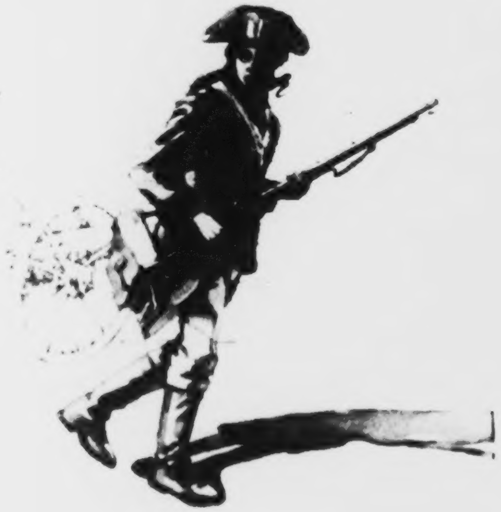
Worksheet 10C, WOMEN IN THE REVOLUTION (continued)

Title: ______________________________



Role played by women: ______________________________

Culver Pictures, Inc. Permission pending.



Title: ______________________________

____

Role played by women:

____

____

David M. Mankins. As found in The American Tradition (Columbus, OH: Charles E. Merrill Publishing Co., 1984), p. 63. Permission pending.

Worksheet 10D

AFRICAN-AMERICANS IN THE REVOLUTION

In 1852, a Black historian, William C. Nell, wrote the book, Services of Colored Americans in the War 1776. If Nell were interviewed about his book, the conversation might have sounded like this:

Interviewer (I): How did African-Americans come to fight in the Revolution?

William C. Nell (W.C.N.): There were found in the Middle and Northern states, many African-Americans and other people of color, a part of them free, the greater part slaves, who were capable of bearing arms.

I: Yes, but what could the slaves hope to receive in return for fighting in the Revolution?

W.C.N.: At that time, the British guaranteed the freedom of any slaves who fought with them. This made it necessary for the United States to do the same thing, that is, the states told the slaves that they would purchase the freedom of any slave who fought against the British.

I: Did African-Americans fight alongside whites?

W.C.N.: Yes, for the most part. However, in Rhode Island, where their numbers were greater, an all African-American regiment was formed.

I: How well did they fight?

W.C.N.: They performed their duty with enthusiasm and loyalty. As proof of their courage, one need look no further than their gallant defense of Red Bank (New Jersey).

I: What would you identify as the most valuable trait of the Rhode Island group?

W.C.N.: It was their devotion to their officers. When their brave Colonel Green was mortally wounded, the swords of the British reached his body only through the arms and legs of his faithful guard of African-Americans, who protected him, every one of whom was killed.

I: Were there any individuals among the African-Americans who fought who especially distinguished themselves?

W.C.N.: Yes, there were a number of them.

I: Tell us about any who were especially important.

W.C.N.: Peter Salem was singled out for special commendation in the Battle of Bunker Hill. It was said that he behaved like an experienced officer as well as an excellent soldier.

I: According to my information, African-Americans fought in every battle of importance.

W.C.N.: That's correct. As a Hessian soldier said, "No regiment is to be seen in which there are not Negroes in abundance and among them are able-bodied, strong, and brave fellows."

I: Can you tell us about James Foster, who sailed with Stephen Decatur aboard the Royal Louis as a powder boy?

W.C.N.: When Foster was captured and offered a chance to go to England, he said, "I am here a prisoner for the liberties of my country, I never, never shall prove a traitor to her interests."

I: Did any African-American serve in the role of a spy for the colonies?

W.C.N.: James Armstead was a spy for General Lafayette and after the war was granted his freedom.

I: How much did Southern African-Americans contribute to the war effort?

W.C.N.: Oh! A great deal. Saul Mathews, from Virginia, is an excellent example. Mathews entered a British garrison on a spy mission. He not only brought back valuable information but led a raid on British troops the same night.

Exercise:

Now write a question you might have asked William C. Nell if you had the opportunity.

Your Question: ____?

____

Worksheet 10E

PHILLIS WHEATLEY

As a child Phillis Wheatley was kidnapped in Africa and brought to the United States as a slave. She received an excellent education from the Wheatleys, who treated her much like their own child. She was well versed in Latin and literature. She visited London in 1773 and dedicated a book of poems, one of which appears below, to a family she met there. Phillis Wheatley was the first African-American and the second woman to have a volume of work published in the United States.

No more America in mournful strain
Of wrongs, and grievance unredress'd complain,
No longer shall thou dread the iron chain,
Which wanton Tyranny with lawless hand
Has made, and which it meant t' enslave the land.
Should you, my lord, while you pursue my song,
Wonder from whence my love of Freedom sprung,
Whence flow these wishes for the common good,
By feeling hearts alone best understood,
I, young in life, by seeming cruel fate
Was snatch'd from Africa's fancy'd happy seat:
What pangs excruciating must molest,
What sorrows labour in my parent's breast?
Steel'd was the soul and by no misery mov'd
That from a father seiz'd his babe beloved
Such, such my case. And can I then but pray
Others may never feel tyrannic sway?

Phillis Wheatley, Poems on Various Subjects (London, 1773) p. 74.

Worksheet 10E, PHILLIS WHEATLEY (continued)

Exercise:

In your own words, describe what Wheatley is saying in this poem about the following topics.

Her parents:

System of slavery:

British tyranny:

The American Revolution:

Worksheet 10F

FINANCING THE REVOLUTION

In 1777, an American representative, Arthur Lee, met with a Spanish banker, Diego de Gardoqui, to gain Spain's support in the American Revolution. Diego de Gardoqui was responsible for raising funds and sending aid to America. After the war, he received this letter from George Washington. Read the letter and complete the exercise that follows.

Letter from General George Washington to Diego de Gardoqui, 1786

Mount Vernon, 1786

Sir:

The letter which your Excellency did me the favor to write to me on the first of this month does me great honor; -- The sentiments which you have been pleased to entertain of my conduct are very flattering; and the friendly manner in which they are expressed is highly pleasing. To meet the approval of a gentleman whose good wishes were early engaged in the American cause, and who has attended to its progress thro' the various stages of the revolution, must be considered as a happy circumstance for me; and I shall seek occasionally to testify my sense of it.

With much truth, I repeat the assurances offered to your Excellency of the pleasure I should have in seeing you at my seat in this State, that I might express personally to you, how sensibly I feel for the proposed honor of your correspondence, and pray you to offer in such terms as you know would be most acceptable and proper, my gratitude to His Catholic Majesty, for his royal present to me, than which nothing could have been more flattering or valuable.

With much esteem, respect & consideration
I have the honor to be, Excelly.
G. Washington.

Adapted from: Arthur A. Natella, Jr., ed., The Spanish in America, 1513-1979, Chronology and Fact Book (Dobbs Ferry, NY: Oceana Publications, 1980), p. 86. Permission pending.

Exercise:

Pretend that you are Diego de Gardoqui. It is 1777 and you have been asked to raise funds for the new American nation, which is at war with England. Your nation wishes to regain the territory of Florida. You must decide if America is a good "risk" for your bank. Use the following scale to determine America's "financial rating."

A = excellent financial risk
B = good financial risk
C = fair risk
D = poor risk
F = save your money

Diego de Gardoqui Decides American Colonies' Financial Rating

---

Category	Rating
1. Convinced by American representative of worthiness of cause.	
2. Confident that your money will be spent efficiently and carefully.	
3. Personal and/or national interest in supporting America's cause against Great Britain.	
4. Confident that appreciation for your efforts will be forthcoming.	

Overall Rating ____________________

Pay to the order of Arthur Lee (American representative)

Sum of: Money to finance Revolution against Great Britain

____
Signed

Would you sign the check? ________ Yes ________ No

Explain: ____

____

____

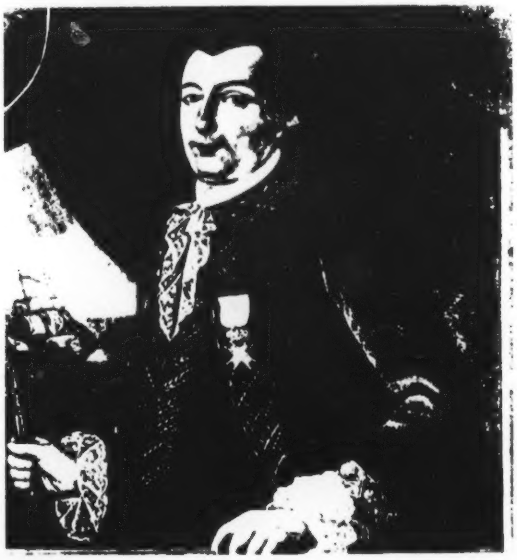
____

Worksheet 10G

HALL OF FAME

Examine the portraits in this Hall of Fame of the Revolutionary War and read the captions under each one. Then complete the exercise that follows.

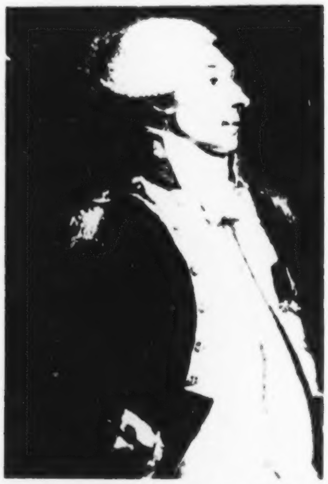
Bernardo de Galvez



Planned and led Battle of Pensacola (1781). Later became governor of Louisiana and West Florida.

Florida State Archives. Permission pending.

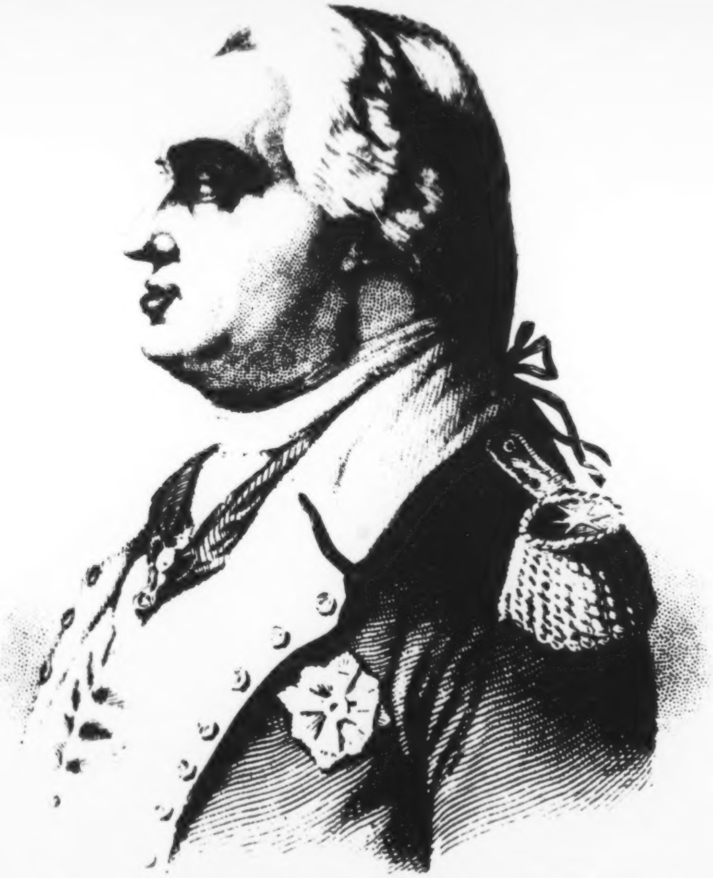
Marquis de Lafayette



Fought with Americans to victory over Great Britain; raised money in France and helped merchants find markets for their goods.

Carnavalet, Bulloz.

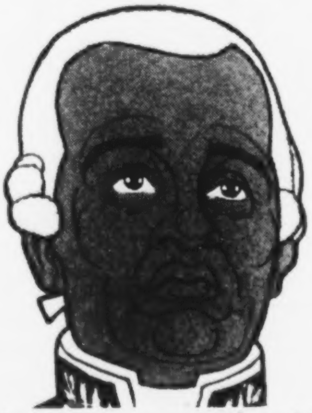
Baron von Steuben



Trained soldiers in proper organization and training while maintaining morale.

NY Public Library. Permission pending.

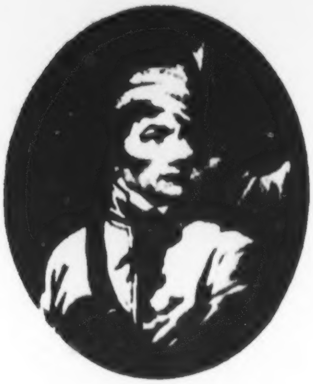
Henri Christophe



Fought in battle of Savannah; later named himself King of Haiti.

Eugene Winslow. Permission pending.

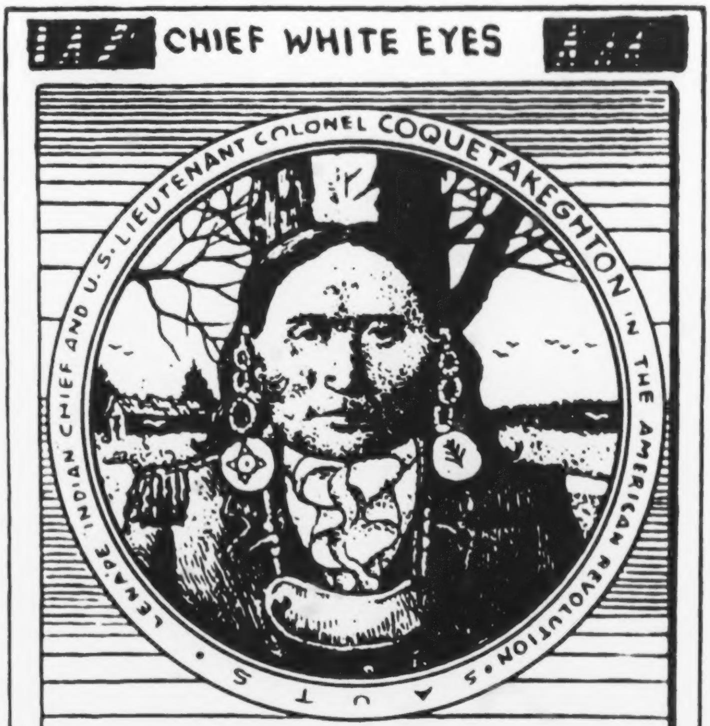
Thaddeus Kosciusko



Polish engineer who supervised fortifications at West Point.

Brown Collection. Permission pending.

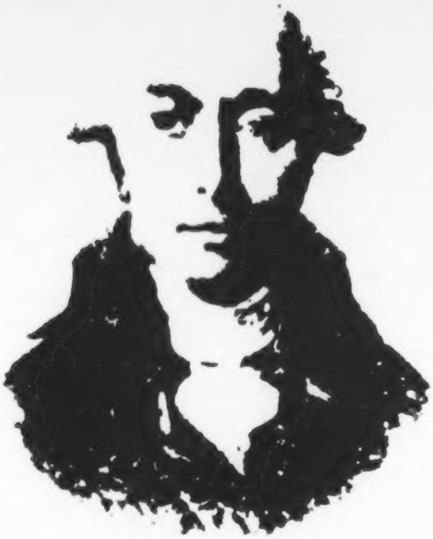
Chief White Eyes


CHIEF WHITE EYES
LENAPE INDIAN CHIEF AND U.S. LIEUTENANT COLONEL COQUETAKEGHTON IN THE AMERICAN REVOLUTION • SANTS •

Lenape chief who signed a treaty with representatives of the 13 colonies.
William Sants Netamuxwe Bock. Permission pending.

BEST COPY AVAILABLE

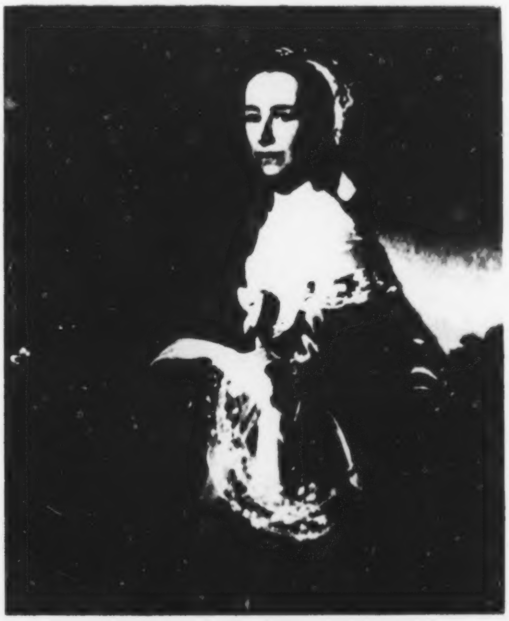
Fillipo Mazzei



Italian philosopher who furnished his neighbor, Thomas Jefferson, with important information about British military plans.

NY Public Library.

Mercy Otis Warren



Writer of anti-British literature that poked fun at British authorities.

Museum of Fine Arts, Boston. Permission pending.

Worksheet 10G, HALL OF FAME (continued)

Exercise:

Next to each of these headlines write the name of the person in the "Hall of Fame" whose achievement relates to the headline.

AMERICAN MOSAIC

Headline	Hall of Fame Representative
British surrender in Florida! Spanish soldiers hailed for bravery.	
Polish general helps Americans defeat British in New York.	
Soldiers quickly trained in routines of battle.	
Haitian Blacks help French save the day for rebels in Georgia.	
Colonists hopeful that accord with American Indian leader will be lasting.	
British refuse to allow play to be performed -- author writes play's message in pamphlet form.	
Ideals of American Revolution always cherished -- grave in Paris covered with earth from Bunker Hill.	
Italian philosopher thwarts British attack.	

Learning Activity #11

Theme: Struggle for Equality

Focus Question: How significant was the impact of the American Revolution?

Background:

The Treaty of Paris, signed in 1783, was the result of two years of negotiations. By the terms of the Treaty, Great Britain recognized the independence of the United States of America and promised to withdraw all troops. Florida was returned to Spain and the boundaries of the United States extended north to Canada and west to the Mississippi River. Although the states were asked to return property taken from Loyalists, most states did not. And as a result, many Loyalists left for Canada where they were welcomed. African-American Loyalists who moved to Canada, were given freedom and found havens there and in the British West Indies.

The war brought some gains for African-Americans in the new republic. The 5,000 male African-Americans who had enlisted with the Patriots were granted freedom. In most northern states, where there weren't many slaves, most slaves gained freedom and some rights. In states where slaves constituted a large proportion of the labor force, however, the position of African-Americans did not change.

The role of women remained relatively unchanged after the Revolution. With rare exceptions, women continued to have no political or economic rights.

The Iroquois lost territory and saw the break up of their once powerful confederation. Great Britain set aside some territory for Loyalist Iroquois in Grand River, Canada. The Iroquois in New York State had their lands confiscated and were confined to reservations.

The war hurt America economically and inflation was rampant. Many of those who enlisted could not get paid and some were instead given land taken from the Loyalists. In spite of the economic turmoil, there was a spirit of unity and hope that the new nation would succeed.

Major Idea:

- Victory over Britain in the American Revolution produced few immediate CHANGES. More significant developments took a longer time to mature.

Concepts:

- Change
- Human Rights
- Power

Performance Objectives: Students will be able to:

- List the political, social, and economic changes brought about as a result of the American Revolution.
- Analyze the changes resulting from the Revolutionary War in terms of democratic gains.

- Evaluate the degree to which the American Revolution resulted in revolutionary changes.

Development:

- Distribute Worksheet 11A, "North America - 1783." Have students complete the worksheet and explain their answers to the following questions:
  - What does this map tell us about United States boundaries in 1783?
  - How did the presence of Great Britain in North America change as a result of the Revolution?
  - If you were a Patriot, how would you feel about the new borders of the United States? Why?
  - Which groups would be happiest with the territorial changes that resulted from the war?
  - Which groups would have been sad or disappointed by the territorial changes? Explain.
  - To what extent were the territorial changes a victory for the new nation?
- Distribute Worksheet 11B, "Rhode Island Promises Freedom to Slaves Who Enlist."
  - What is this worksheet about?
  - What prompted Rhode Island to promise freedom to slaves who enlisted?
  - What rights of citizenship would go along with freedom to those who served?
  - If you were an African-American living in Rhode Island in 1778, how would you have responded to this proclamation? Why?
  - In 1784, Rhode Island abolished the system of slavery. To what extent do you suppose meritorious service of African-Americans in the Revolution contributed to the decision to abolish slavery?
  - Why didn't the idea of abolition take hold in all states after the Revolution?
- Distribute Worksheet 11C, "Portrait of a Slave." Have students complete the worksheet and explain their answers to the following questions:
  - How is the slave portrayed by the artist?
  - What does the portrait tell us about this artist's image of the African-American in the revolutionary period?
  - How might African-Americans feel about the image portrayed here?

. Distribute Worksheet 11D, "African-Americans Gain Freedom During the Revolution." Have students, working in pairs, read the letters and complete the exercise. Then have students explain their answers to the following questions:

- What are these letters about?
- Why are Pomp and Griffin petitioning their states?
- Under what circumstances did Pomp become property of the state of Connecticut?
- How do Griffin's circumstances compare and contrast with those of Pomp?
- Why will freedom be especially sweet for Griffin?
- To what extent do these letters demonstrate the difficulties some African-Americans faced after serving in the American Revolution?

. Distribute Worksheet 11E, "Women's Rights." Have students read the poem, complete the exercise, and explain their answers to the following questions:

- What is this poem about?
- What rights did New Jersey women want to exercise?
- Why would women want to see an extension of rights after the Revolution?
- What does the poet mean by the line, "While woman's bound, man can't be free, nor have a fair election"?
- How typical were these rights of some New Jersey women in contrast to other American women?
- To what degree did the gains of the Revolution involve all Americans?

Follow-up Activity:

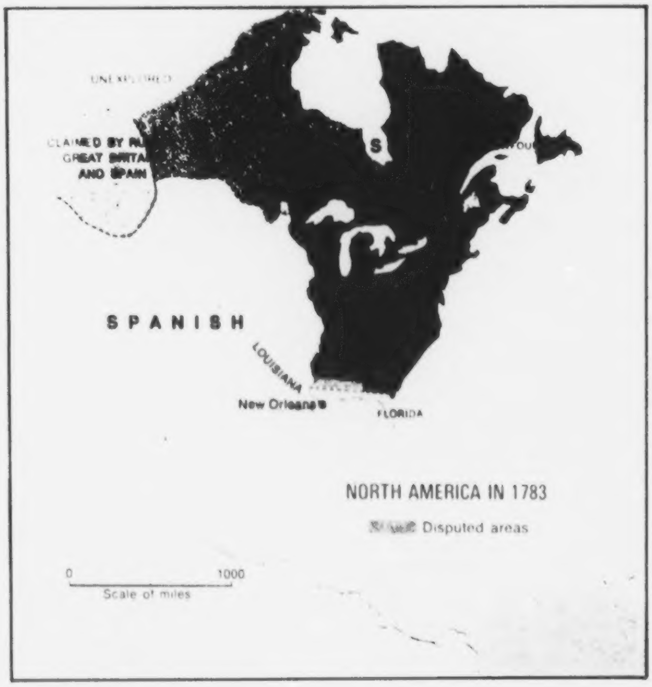
. Have students imagine that they are the subject of the portrait on Worksheet 11C. Have them write a diary account about the pride they would take in their heritage and their hopes for the future.

. Students might make a collage of newspaper headlines that describe the impact of the American Revolution.

Worksheet 11A

NORTH AMERICA - 1783

The Treaty of Paris (1783), which ended the Revolution, set the boundaries shown on the map below. Examine the map, then answer questions that follow:


UNEXPLORED
CLAIMED BY RU
GREAT BRITA
AND SPAIN
S
SPANISH
LOUISIANA
New Orleans
FLORIDA
NORTH AMERICA IN 1783
Disputed areas
0
1000
Scale of miles

Leonard C. Wood, Ralph H. Gabriel and Edward L. Biller, America: Its People and Values (New York: Harcourt Brace Jovanovich, Publishers, 1979), p. 170. Permission pending.

1. The western boundary of the United States in 1783 was the ______________.

2. British territory in North America was now limited to __________________.

3. In return for aiding the Patriots, Spain was given back territory which is today the state of ______________________.

Worksheet 11B

RHODE ISLAND PROMISES FREEDOM TO SLAVES WHO ENLIST

In February 1778, Rhode Island issued this proclamation to enlist more recruits for its Patriot army. Read the Proclamation and complete the exercise that follows.

> Whereas, His Excellency General Washington hath sent to this state a proposal to enlist into the two battalions, raised by this state, such slaves as should be willing to enter into the service; and whereas, history affords us frequent precedents of the wisest nations having liberated their slaves, and enlisted them as soldiers to fight in defense of their country; and also whereas, the enemy, with a great force, have taken possession of our capital, and of a greater part of this state; and this state is obliged to raise a very considerable number of troops for its own immediate defense, whereby it is in a manner rendered impossible for this state to furnish recruits for the two battalions, without adopting the measure so recommended.
>
> It is voted and resolved that every able bodied Negro, mulatto, or Indian man slave in this state, may enlist into either of the said two battalions, to serve during the present war with Great Britain.
>
> That every slave, so enlisting, shall be entitled to, and receive all the wages and encouragements allowed by the Continental Congress, to any soldier enlisting into their service.
>
> It is further voted and resolved, that every slave, so enlisting shall, upon his passing muster, be immediately discharged from the service of his master or mistress, and be absolutely FREE, as though he had never been a slave.
>
> And in case such slave shall, by sickness or otherwise, be rendered unable to maintain himself, he shall not become the charge of his master or his mistress; but shall be supported at the expense of the state.
>
> And whereas, slaves have been, by the laws, deemed the property of their owners, and therefore compensation ought to be made to the owners for the loss of their service.

(continued on next page)

> It is further voted and resolved, that there be allowed, and paid by this state, to the owner, for every such slave so enlisting a sum according to his worth; at a price not exceeding 120 for the most valuable slave; and in proportion for a slave of less value.
>
> February 14, 1778

John R. Bartlett, ed., Records of the State of Rhode Island and Providence Plantations in New England, 1856-1865. As found in Milton Meltzer, The American Revolutionaries: A History in Their Own Words (New York: Thomas Y. Crowell Co., 1987), pp. 131, 133. Permission pending.

Exercise:

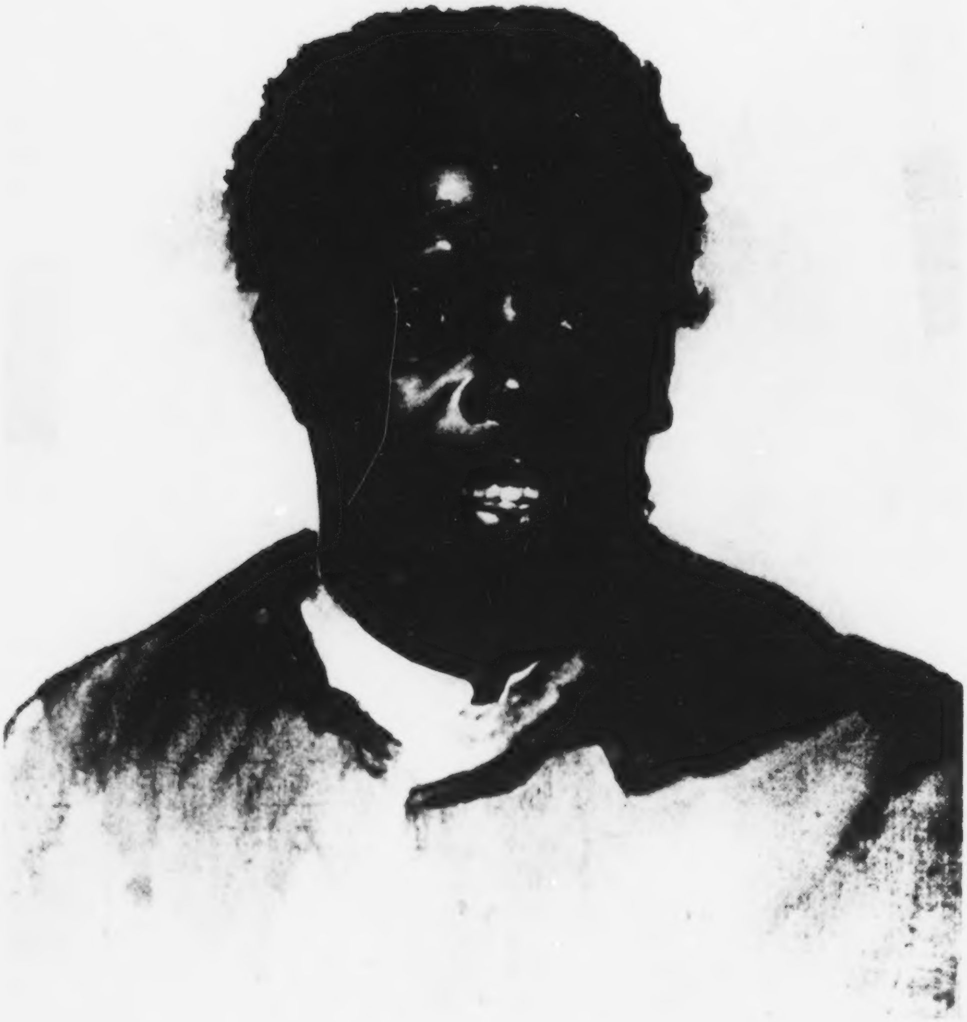
The Rhode Island Proclamation outlined possible solutions to problems that might arise from the state's recruitment policy. For each of the possible problems below indicate the solution suggested in the Proclamation.

Problem	Solution
1. Rhode Island cannot recruit enough men to fight against Great Britain.	
2. A former slave who served his country needs medical assistance.	
3. A former slave learns that other recruits have received land and/or money.	
4. A slaveholder doesn't want to lose the services of a slave who wants to enlist.	

Worksheet 11C

PORTRAIT OF A SLAVE

Portraits were a popular art form during the revolutionary period. Examine the portrait of a slave and answer the questions that follow.



John Singleton Copley. Head of A Negro, 1777-78. Detroit Institute of Arts. Permission pending.

1. What words would you use to describe the slave who is the subject of John Singleton Copley's portrait? ____

____

____

2. How does the artist suggest this slave's dignity and humanity? ________

____

____

Worksheet 11D

AFRICAN-AMERICANS GAIN FREEDOM DURING THE REVOLUTION

After the war, the African-Americans who fought in the Revolution or escaped from Loyalist masters petitioned state governments for freedom. Read these two letters of petition and complete the exercise that follows.

October 20, 1779

To the General Assembly of the Governor of Connecticut,

We are petitioning you for the freedom of Pomp, a slave belonging to the estate of Jeremiah Leaming, formerly of Norwalk in Fairfield County. On the 11th day of last July, the said Jeremiah Leaming and his family voluntarily joined the British troops in Norwalk and then went over to Long Island. The Leamings continue to be under protection of the British.

Pomp, being unwilling to go over to the enemy with his said master, made his escape while the troops were in Norwalk. He is now considered part of Leaming's estate which was forfeited to the state of Connecticut. Pomp's choice to escape prompts us to ask you for his freedom.

He is about 30 years of age, in good health, and able to provide for himself, his wife, and his child. His wife is a free woman and it requires your consent to emancipate Pomp. We pray that you take his case into your wise consideration and resolve that he be freed from his state of slavery.

his
Pomp X
mark

Exercise:

Pomp's Road to Freedom

Read the list of events below, then indicate the order in which they appear in the petition.

Order

_____ Pomp is considered property of the state.

_____ Pomp petitions for his freedom.

_____ Pomp escaped and remained in Norwalk, Connecticut.

_____ Leaming voluntarily joined British forces.

_____ Leaming's estate is forfeited to the state of Connecticut.

April 4, 1784

To the General Assembly of the State of North Carolina,

The petitioner, Ned Griffin, states that before the Battle of Gilford, a soldier William Kitchen deserted from his service to the Continental army. Your petitioner was a servant of William Kitchen and was purchased by Kitchen to serve in his place. A solemn assurance was given that if service was completed, the petitioner would be a free man.

With these assurances, your petitioner consented to enter into the Continental Service on Kitchen's behalf. Colonel James Armstrong received me as free man. No person could have been hired to serve on Kitchen's behalf for such a small sum and Kitchen openly declared me to be a free man. The faithful performance of the above agreement will appear on my discharge.

Some time after my return from service, the petitioner was seized by Kitchen and sold to a certain Abner Roberson, who now holds me as a servant. Your petitioner therefore thinks that by contract and merit he is entitled to his freedom. I submit my case to you hoping that justice will be done and that you, in your wisdom, shall think I am entitled and deserving.

his
Ned X Griffin
mark

Adapted from: Herbert Aptheker, A Documentary History of the People in the United States (New Jersey: Citadel, 1951), pp. 12-14. Permission pending.

Exercise:

Griffin's Road to Freedom

Read the list of events below, then indicate their sequence as they appear in the petition.

Order

_____ Kitchen violates his promise to Griffin.

_____ Griffin fights honorably in service.

_____ Griffin petitioned North Carolina for his freedom.

_____ Griffin is introduced as a free man to Colonel Armstrong.

_____ Kitchen buys Griffin to complete his term in the Continental army.

Exercise:

Work with a partner to complete the following chart. For each reason given to support petitions for freedom, check whether it applies to Pomp or Griffin. You may check both boxes.

In Support of Freedom	Pomp	Griffin
1. Agreed with position of master regarding war effort.		
2. Observed laws of the country or state.		
3. Took an active role in the Revolution.		
4. Supported those favoring America's independence.		

Worksheet 11E

WOMEN'S RIGHTS

For about 30 years after the Revolution, New Jersey women were allowed to vote. (These women had to be unmarried and own property.) Read the poem below which was written during that period and complete the exercise which follows.

"What we read in days of yore,
   the woman's occupation,
Was to direct the wheel and loom.
   Not to direct the nation.
This narrow-minded policy
   by us hath met detection;
While woman's bound, man can't be free,
   nor have a fair election."

Exercise:

Pretend that you read this poem in the Newark, New Jersey, newspaper where it first appeared. Write a letter to the editor expressing your suppport or opposition. Then indicate whether women in other states should have a greater voice.

To the Editor:

I am writing in response to the poem on women's rights. It is my opinion that ______________________

____

____.

Furthermore, if people in other states become aware of the situation in New Jersey ______________________

____

____.

Sincerely,

UNIT THREE: A NATION IS CREATED

Learning Activity #12

Themes: Contributions, Movements of People, Struggle for Equality

Focus Question: How much of a change did New York State experience as a result of the American Revolution?

Background:

New York colony was of major strategic importance to both Great Britain and the American colonies because it bordered Canada, which was controlled by the British, and contained both the major port of New York City and important rivers and waterways. New York was also a Loyalist stronghold. New York City was held by the British for much of the war and many wealthy merchants and landowners supported the British.

For some African-Americans in New York the revolutionary period marked the beginning of their free status. In 1781, New York State granted freedom to any slave who served three years in the Patriot army. This was in response to a British decree in 1779 granting freedom to slaves joining British lines. The legislature granted slaveholders 500 acres of land for each slave allowed to join the Patriots.

The Revolutionary War was particularly disastrous for American Indians in New York State. The Iroquois Confederacy (now six nations after the Tuscarora joined in 1724) was split by the Revolution, with the Oneida and Tuscarora joining the colonists and the Onondaga, Seneca, Mohawk, and Cayuga joining the Loyalists and the British. Animosity between Iroquois nations intensified and the British abandoned Iroquois interests in the Treaty of Paris. After the war, Loyalist Iroquois moved to the Grand River Reservation in Canada, and others were forced to yield land holdings in the imposed Treaty of Fort Stanwix (1784) which confined the Iroquois to reservations. Although the Oneida and the Tuscarora were allowed to remain on their land, by 1800 the Iroquois sold even more of their holdings to get money needed for supplies.

More than 50,000 Loyalists moved to Canada during the revolutionary period. The estates of Loyalists were divided and sold by the new state governments. Some veterans were paid in land as rampant inflation gave rise to the expression "not worth a continental."

Major Ideas:

- The future of New York was determined by its response to the CHANGES wrought by the Revolution.
- Loyalty to the nation became more important while loyalty to the local community and state became less important but remained significant.

Concepts:

- Change
- Choice
- Power

Performance Objectives: Students will be able to:

. Explain the impact of the Revolution on the Iroquois Confederacy.

. Discuss the effect of the Revolution on the Loyalists.

. Assess the extent of change in New York State emanating from the Revolution.

Development:

. Distribute Worksheet 12A, "Dear Cousin Abigail." Have students read the letter, complete the exercise, and explain their answers to the following questions:

- What does this letter tell us about the treatment of Loyalists in New York State?
- Why would many New Yorkers support the British?
- Why is Martha writing to her cousin Abigail?
- How can you account for Martha's mixed emotions at this time?
- Do you agree with the actions of the Patriots in harassing their Loyalist neighbors?
- If you were Martha what would you do? Why?
- How justified were the Patriots in seizing Loyalist land and selling it or giving it to Patriots after the Revolutionary War?
- How do you think the emigration of the 50,000 New York Loyalists to Canada and the other British territories during the revolutionary period would affect New York State?

. Distribute Worksheets 12B, "The Iroquois and the Revolutionary War," and 12C, "The Iroquois After the Revolution." Have students complete both worksheets and explain their answers to the following questions:

- What do these worksheets tell us about the Iroquois Confederacy and the revolutionary war?
- How did the war affect the Iroquois Confederacy?
- Why was the war so destructive to the Iroquois?
- How were divisions among the various Iroquois nations during the war damaging to the confederation?
- Why do you suppose the Iroquois felt abandoned by the British?
- To what extent was the Treaty of Fort Stanwix an "imposed" peace?

- As an Iroquois, how would you have reacted to the takeover of your land? Explain.

- To what degree would relations between the Iroquois and New Yorkers be changed by the Revolutionary War?

Follow-up Activities:

. Have students research the current status of the Treaty of Stanwix.

. Have students research the sites of battles in New York State.

Worksheet 12A

DEAR COUSIN ABIGAIL

Read the letter below and complete the exercise that follows.

1778

Dear Cousin Abigail,

As you know, our family owns a large farm in New York State. Here we have lived amongst our friends and relatives since I was a child. We have become quite wealthy in this beautiful land.

My parents, having been born in Canada, oppose the current fighting against Britain. While they think the King has not always been right, they agree with your parents and other Loyalists who have moved to Canada in saying that our first loyalty belongs to Great Britain. Shouldn't our differences with the King be settled through peaceful means? Many of our neighbors support the Revolution and are angry at my dad's refusal to support the Continental Army. Most of the neighbors will not speak to us. James, my brother, was hurt the other day when other children threw rocks at him.

As soon as the fighting against the redcoats began, so did our troubles. At first, the soldiers stole food from us. Then, they set fires which damaged our farmhouse. Afraid of more violence, all of our workers quit. Recently, the Sons of Liberty have sent us notes, threatening physical violence.

My parents say we must do something.

Your cousin,

Martha

Worksheet 12A, DEAR COUSIN ABIGAIL (continued)

Exercise:

The family in the story above had to make a decision. Some of the actions they could have taken appear in the column below marked "Choices." If you can suggest additional choices, write them in in the spaces below. Under the column marked "Consequences," describe what you think would most likely happen as a result of the family following each of the actions in the column, "Choices."

Choices:	Consequences:
1. Switch loyalties. Support the Revolution.	
2. Stay in New York, but still support the British.	
3. Move back to Canada.	
4. Other:	

Worksheet 12B

THE IROQUOIS AND THE REVOLUTIONARY WAR

The following six headlines were found out of chronological order. Place them in the order that correctly traces the Iroquois' involvement in the Revolutionary War.

AMERICAN MOSAIC

TREATY OF FORT STANWIX TAKES LAND FROM LOYALIST IROQUOIS -- IROQUOIS POWERLESS TO REJECT TREATY; ERA OF RESERVATION BEGINS

AFTER DESTRUCTIVE IROQUOIS RAIDS, GENERAL WASHINGTON AUTHORIZES INVASION OF IROQUOIS TERRITORY

BRITISH-IROQUOIS ALLIANCES UPSET BY ONSET OF REVOLUTION

MOHAWKS RAID AND BURN ONEIDA AND TUSCARORA VILLAGES IN RETALIATION FOR THEIR SUPPORT OF COLONISTS

BRITISH IGNORE IROQUOIS IN PEACE TALKS -- SOME MOVE TO RESERVATION IN CANADA

DIVISION WITHIN IROQUOIS CONFEDERACY; ONEIDAS AND TUSCARORAS SIDE WITH COLONISTS

Order of Headlines

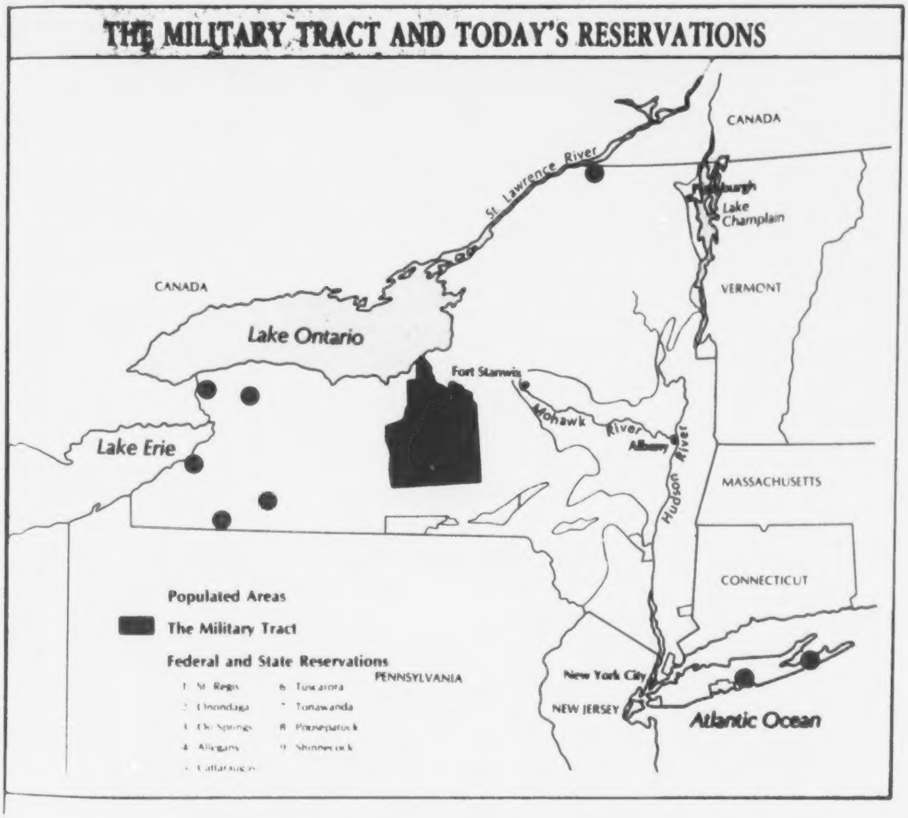
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Worksheet 12C

THE IROQUOIS AFTER THE REVOLUTION

The Treaty of Fort Stanwix, 1784, imposed a peace on the Iroquois. Boundaries defined the limits of Iroquois territory (called the Military Tract). Land was taken from the Iroquois and given as "payment" to veteran Patriots. (By 1800, Iroquois land holdings had shrunk drastically.) Study the map below which shows the Military Tract and reservations today, then answer the questions that follow.

Title: ____


THE MILITARY TRACT AND TODAY'S RESERVATIONS

CANADA
St. Lawrence River
Plattsburgh
Lake Champlain
CANADA
VERMONT
Lake Ontario
Fort Stanwix
Mohawk River
Albany
Lake Erie
Hudson River
MASSACHUSETTS
CONNECTICUT
Populated Areas
The Military Tract
Federal and State Reservations
1 St. Regis
2 Onondaga
3 Oil Springs
4 Allegany
5 Cattaraugus
6 Tuscarora
7 Tonawanda
8 Poosepatuck
9 Shinnecock
PENNSYLVANIA
New York City
NEW JERSEY
Atlantic Ocean

Linda Biemer, New York and Its Western Hemisphere Neighbors (Salt Lake City: Peregrine Smith, 1988), p. 43. Permission pending.

BEST COPY AVAILABLE

Worksheet 12C, THE IROQUOIS AFTER THE REVOLUTION (continued)

Exercise:

- On which river is Fort Stanwix, site of a revolutionary battle and of the American-Iroquois treaty, located? ______________________________

- In which part of New York State was the Military Tract, land taken from the Iroquois and given to Patriot soldiers, located? ______________________________

- In which part of New York State were most of the Loyalist Iroquois nations confined on reservations? ______________________________

- What is a good title for this map? ______________________________

UNIT THREE: A NATION IS CREATED

Learning Activity #13

Theme: Struggle for Equality

Focus Question: How did the American Revolution have worldwide impact?

Background:

French support in the form of military and financial aid and the leadership of Marquis de Lafayette and others helped the Patriots achieve victory in the American Revolution. French citizens admired the Americans and saw the American Revolution as an "experiment that worked." The French support of the American Revolution cost them heavily and contributed to the bankruptcy of the French king and the revolutionary fervor of 1789 in France.

Thomas Paine and Thomas Jefferson joined other American leaders in supporting, especially in the early stages, the French Revolution. The philosophical writings of the Enlightenment, which influenced the Declaration of Independence, also influenced the documents of the French Revolution, most notably the Declaration of the Rights of Man. One significant difference in the French Declaration was an overriding concern for law and order as evidenced by the frequently written phrase, "under law," in that document.

In the years just after the American War for Independence, the spirit of revolution spread throughout Europe and Latin America. In 1789, Joaquin Josida Silva Xavier was carrying a copy of the United States Constitution in his pocket when he was arrested on charges of trying to overthrow Portuguese rule in Brazil. Some Latin American writers advocated a spirit of Pan-Americanism in the early 19th century.

During the same era, the slave-led rebellion in Haiti was applauded by African-Americans in the United States and considered a cause of grave concern by slaveholders. The causes of the Haitian Revolution continue to be a subject of controversy among scholars, specifically, the question focuses on the extent to which the French Revolution influenced the movement for Haitian independence. Had the ideas of the Enlightenment spread among the Haitian populace or was the revolution a reaction on the part of Haitian Blacks to the abomination of the slave system itself? Although scholars disagree too on the amount of credit attributed to Toussaint L'Ouverture, the "Father of the Haitian Revolution," it should be noted that Henri Christophe, who named himself King of Haiti (1811-1819), fought in the American Revolution along with 500 other Haitians.

Major Idea:

. The political ideology of the American Revolution prompted immediate as well as long-term concern for political freedom and HUMAN RIGHTS issues in many places throughout the world.

Concepts:

. Human Rights
. Interdependence
. Power

Performance Objectives: Students will be able to:

- Explain how the American Revolution influenced on events in France in 1789.
- Assess the impact of revolutions in Latin America on the people of the United States.
- Evaluate the validity of the statement "the American Revolution served as a model for revolutions around the world."

Development:

- Distribute Worksheet 13A, "A French Traveler Comments on America." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
    - What did the French journalist think about America in 1788?
    - What aspects of American life did he most admire? Why?
    - Why would he be writing this account for publication in France?
    - To what extent is his picture of American life an accurate one?
    - How might the high taxes and oppression of the poor in France influence his opinion of American life?
    - How inspirational would the success of the American Patriots be to the angered citizens of France?
- Distribute Worksheet 13B, "Revolutionary Principles Spread to France." Have students, working in pairs, read the worksheet and complete the exercise. Then have students explain their answers to the following questions:
    - What ideas are listed in the Declaration of the Rights of Man?
    - How do the ideas in this document compare to those expressed by the Patriots in the Declaration of Independence?
    - Should Thomas Jefferson have expected the French to give him any credit for the Declaration of the Rights of Man? Why or why not?
    - From the Declaration of the Rights of Man, what can we conclude about the concerns of the French people who had just overthrown their king?
    - If you had been an American Patriot, would you have supported the French in their cause? Why or why not?
    - How well do documents such as the Declaration of Independence and the Declaration of the Rights of Man stand the test of time?
- Have students complete and share their "Declarations of the Rights of Men and Women for the 1990s" with their peers.

. Distribute Worksheet 13C, "African-Americans Congratulate Haitian Slaves on their Victory." Select one student to read Prince Hall's oration aloud. Have students complete the exercise and explain their answers to the following questions:

- What is Prince Hall's speech about?

- Why is he proud of the success of the slave-led revolution in Haiti?

- How was the revolution in Haiti a reason for hope among African-Americans?

- What does Hall mean when he says, "Thus doth Ethiopia begin to stretch forth her hand, from a sink of slavery to freedom and equality"?

- How great an impact do you think the French and American Revolutions might have had on the revolution in Haiti?

. Distribute Worksheet 13D, "The Future of the Americas." Have students read the worksheet, and explain their answers to the following questions:

- What is this speech about?

- What hopes does the author have for the future of North and South America?

- According to the author, how did the ideals of the American Revolution inspire all the peoples of the Americas?

- Why would the author write this anonymously and call himself "A Friend of the Nation"?

- To what extent were his desires for Pan-Americanism and an American-centered world revolutionary for 1821? For today?

- Do you agree with the author's view that the American Revolution had a global impact?

- How accurate a picture of the future did the author paint?

Follow-up Activities:

. Have students illustrate de Warville's letter by drawing a picture of America as he described it.

. Have students research the history of the country from which their ancestors came to determine if its political history was influenced in any way by the American Revolution. Have students report their findings to the class.

Worksheet 13A

A FRENCH TRAVELER COMMENTS ON AMERICA

Brissot de Warville, a French journalist, visited America in 1788 and then returned to France to support the French Revolution. Read his account of America, then complete the exercise.

> The neighborhood surrounding Hartford, Connecticut, displays a charming cultivated country; neat elegant houses, vast meadows covered with herds of cattle of an enormous size which furnish the market of New York and even Philadephia. One sees sheep resembling ours, but not like ours, watched by shepherds or tormented by dogs. Turkeys and geese are abundant as well as potatoes and other vegetables: thus commodities of every kind are excellent and cheap.
>
> To describe the neighborhood of Hartford is to describe Connecticut.... Nature and art here display all their treasures; it is really the paradise of the United States.... Agriculture being the basis of the wealth of this state, the wealth is more equally divided. There is more equality, less misery, more simplicity, more virtue, more of everything which constitutes republicanism.
>
> The beauty of good breeding is equally striking in all of Connecticut's numerous population. You do not go into a tavern without meeting there above all propriety, decency, and dignity. The tables often are served by a young girl, respectable and pretty; by an amiable mother, whose age has not affected the agreeableness of her features and who retains her youth; by men who have that air of dignity which gives the idea of equality and who are not rude and base like most of our own tavern keepers.
>
> If one wants still more proofs of the prosperity of Connecticut, it is found in the number of new houses that have been built. You find few of them, very few, in disrepair. Also a number of rural manufacturing plants are being built here on all sides....
>
> But even in this same state much land is for sale. What is the reason? One of the chief ones is the taste for emigration to the West. The desire for improvement embitters the contentment even of the inhabitants of Connecticut. Perhaps this taste comes from the hope of escaping taxes, which, although light and almost nothing in comparison with those of Europe, appear very heavy....

(continued on next page)

> One feels that everything favors the desire for emigration. Newcomers are sure everywhere of finding friends and brothers who speak their own language and admire their courage. They are sure of finding in the country that they reach men who will receive them, aid them. Provisions are cheap the whole way. There is nothing to fear, neither inspectors, nor tolls, nor duties, nor vexations of officers of the police, nor thieves, nor assassins. Here man is as free as the air he breathes.

Adapted from: Richard B. Morris, Voices from America's Past (New York: Dutton, 1963), pp. 134-137. Permission pending.

Exercise:

The French Revolution (1789) was fueled by a desire for "liberty, equality and fraternity" (companionship). Indicate how the author found these qualities in America.

Liberty	Equality	Fraternity

Write a note back to de Warville commenting on the accuracy of this description of life in America in 1788.

Dear Mr. de Warville,

I have just read your description of life in America.

It is my opinion that the picture you paint is _____

____

____

______. I feel this way because ________________

____

As for equality in the United States, I must say that

____

____

Sincerely,

Worksheet 13B

REVOLUTIONARY PRINCIPLES SPREAD TO FRANCE

The American Revolution influenced the French Revolution of 1789. Read this excerpt from the French Declaration of the Rights of Man (1789), then complete the chart.

Declaration of the Rights of Man

1. Men are born and remain free and equal in rights.
2. All governments should try to protect man's natural rights. These rights are liberty, property, security, and resistance to oppression.
3. People have the right to control themselves. No group or individuals may exercise any authority that does not come directly from the people.
4. Liberty means being able to do anything that does not injure anyone else. A person may exercise his natural rights so long as he does not interfere with the natural rights of others. The limits to which natural rights may be exercised can be determined by law.
5. Law can only forbid activities that are harmful to society.
6. Every citizen has a right to take part personally or through his representative in making laws. All citizens are equal in the eyes of the law. They are equally eligible for all honors and for all public positions according to their abilities.
7. No man shall be accused, arrested, or imprisoned without following the practices laid down in the laws.
8. The law shall provide for such punishments as are strictly and obviously necessary. No one shall be punished for a law passed after an act was committed.
9. All persons shall be held innocent until proven guilty. Hence, if a person is arrested, he shall not be treated more severely than required to arrest him.
10. All people should be able to practice their own religion so long as they do not break the law.

11. Every citizen may speak, write, and print freely, being responsible for any abuses of this freedom.

. . . .

13. Taxes should be determined according to one's ability to pay.

14. Citizens have the right to determine whether a tax is necessary, to consent to it freely, to supervise how tax money is used, and to decide how taxes should be determined and paid, and how long they should last.

. . . .

17. Property is a right which cannot be violated. No one's property may be taken unless public necessity clearly requires it and unless he receives a just payment.

Adapted from: Thomas Paine, Rights of Man: Being an Answer to Mr. Burke's Attack on the French Revolution, Moncure Daniel Conway, ed. (New York: G.P. Putnam and Sons, 1894), pp. 351-353, cited in Edwin Fenton and John M. Good, The Shaping of Western Society (New York: Holt Rinehart and Winston, Inc., 1974), pp. 224-226. Permission pending.

Worksheet 13B, REVOLUTIONARY PRINCIPLES SPREAD TO FRANCE (continued)

Exercise:

Read each ideal of the American Revolution listed below. Then indicate with a check (✓) if that ideal or principle is expressed in the Declaration of Independence and other documents of the American Revolution or in the French Declaration of the Rights of Man. You may check both boxes.

Ideals	American Declaration of Independence and documents of Patriots	Declaration of the Rights of Man
1. Citizens should elect others to represent them in law-making bodies.		
2. Citizens have a "social contract" with their leaders which cannot be abused.		
3. Citizens are entitled to a trial by jury of their peers.		
4. All people have certain natural rights -- life, liberty, and the pursuit of happiness.		
5. Law and order must be observed.		

In the space provided write a "Declaration of the Rights of Men and Women for the 1990s."

Declaration of the Rights of Men and Women

Worksheet 13C

AFRICAN-AMERICANS CONGRATULATE HAITIAN SLAVES ON THEIR VICTORY

Prince Hall, an African-American from Boston, was the founder of the Black Freemasonry and also the first organizer of African-Americans for social, political, and economic causes. Read his comments on the slave-led revolution in Haiti, which some scholars say was influenced by the revolutions in France and America, then complete the exercise.

1797

> My brethren, let us not be cast down under these and many other abuses we at present labour under: for the darkest is before the break of day. My brethren, let us remember what a dark day it was with our African brethren six years ago, in the French West-Indies. Nothing but the snap of the whip was heard from morning to evening; hanging, broken on the wheel, burning, and all manner of the tortures inflicted on those unhappy people for nothing else but to gratify their masters' pride, wantonness, and cruelty: but blessed by God, the scene is changed; they now confess that God hath no respect of persons, and therefore receive them as their friends, and treat them as brothers. Thus doth Ethiopia begin to stretch forth her hand, from a sink of slavery to freedom and equality.

Sidney Kaplan, Emma Nogrady Kaplan, The Black Presence in the Era of the American Revolution (Amherst, MA: University of Massachusetts Press, 1989), p. 214. Permission pending.

Exercise:

Write a note of congratulations that Prince Hall might have sent to Toussaint Louverture, one famed leader of the successful slave revolt in Haiti.

Dear Toussaint Louverture:

On behalf of African-Americans in the United States

both slave and free, I want to congratulate you on ____

____

____.

You give us hope and courage that ________________

____

____.

Worksheet 13D

THE FUTURE OF THE AMERICAS

Revolutionary changes in the Western Hemisphere inspired this speech, "The Friend of the Nation," written anonymously in Guatemala in 1821.

> The example of the United States has inspired us in Latin America to win our own independence and now finally most of this hemisphere is free from the Old World. For the future, our hemisphere will emerge as the center of the world. Our population will grow and we will develop our economic resources. Our lands will not be deserts but abundant fertile fields. Moreover, the new abundance will not belong to a few but in fact, be distributed wisely by institutions based on the principles of freedom and liberty.
>
> Talented people from other countries will in the future come to the Americas to join in the creation of the New World. In fact, the entire world will some day offer America its products to buy. We will then no longer be the victims of mercantilism but will in fact be the ones who dictate world prices.
>
> Up to now world culture has been European. But with the dawning of the new revolutionary age, America will stamp its character wise and sensitive on the arts and sciences. It will remember its bondage and will therefore be a bastion of liberty for the entire world. Its fertile imagination then will create new and creative varieties of literature -- the first Renaissance began in Italy, the New Renaissance will begin here in America.
>
> America -- North and South -- will then be what it ought to be: the crossroads of the world. Placed in an ideal geographic position, master of lands vaster and more fertile than those of Europe, owner of minerals much richer than anywhere in the world, filled with many peoples of natural talent. It will be center of the newly emerging world.
>
> (anonymous)
> 30 April 1821

Adapted from: El Amigo de la Patria, Guatemala City. Reprinted in Victor Beteta Rodriguez, Ideologias de la Independencia (Guatemala: The Editorial Tikul, 1965), pp. 185-193. Permission pending.

Unit 3: Bibliography

UNIT 3: A NATION IS CREATED

Beach, E. Merril. *From Valley Forge to Freedom: A Story of a Black Patriot*. Pequot Press, 1975. The account of Nero Hawley, who served as a private in the Second Connecticut regiment from 1777 to 1781.

Collier, James Lincoln and Christopher. *War Comes to Willy Freeman*. New York: Delacorte Press, 1983. Historical novel that portrays the plight of Black people during the American Revolution.

Davis, Burke. *Black Heroes of the American Revolution*. New York: Harcourt Collins, 1976. Brief accounts of soldiers, sailors, spies, guides, and wagoners who participated in the struggle for American independence.

Depauw, Alice Grant. *Four Traditions: Women of New York During the American Revolution*. New York State American Revolution Bicentennial Commission, 1974. Sketches the situations of Native American, British, Afro-American, and Dutch women.

DePauw, Linda G. *Founding Mothers: Women of America in the Revolutionary Era*. Boston, MA: Houghton Mifflin, 1975. This well documented history contains a wealth of information about women from all walks of life and ethnic backgrounds who contributed in some way to the development of American life.

Felton, Harold W. *Mumbet, The Story of Elizabeth Freeman.* New York: Dodd, 1970. A vivid portrait of the first slave to win her freedom through the courts of Massachusetts in 1781.

Graham, Shirley. *The Story of Phillis Weatley*. New York: Julian Messner, 1949. The life story of one of America's early poets, a slave during the colonial period.

Harris, Christie. *Raven's Cry*. New York: Atheneum Publishers, 1969. This is an exciting, moving story about the Haida, a proud and cultured Native-American tribe. Beginning in 1775, it vividly describes the traditions, costumes, art, history, and life of the Haida and the destruction of these people and their culture.

Hickman, Janet. *The Valley of the Shadow*. New York: Macmillan, 1974. This is a well researched, fictional story about an Indian Christian boy who escaped the Moravian Massacre in 1781 during the American Revolutionary War.

Hughes, Langston. *Famous Negro Heroes of America*. New York: Dodd, 1958. Included among others in this chronologically arranged collection are Crispus Attucks, James Beckwourth, Frederick Douglass, Harriet Tubman, Robert Small, Benjamin O. Davis.

Jackson, Florence. *Black Man in America, 1619-1790*. New York: Watts, 1970. Offers a concise readable history with contemporary engravings.

Katz, Bernard and Jonathan. *Black Woman: A Fictionalized Biography of Lucy Terry Prince*. New York: Pantheon, 1973. The story of the young New England slave girl who grew up to win her freedom and fight for her rights as a woman, a property owner, and a free person.

McNeer, May. Stranger in the Pines. Boston, MA: Mifflin, 1971. A bound boy finds a new life in a Quaker community and, through a freedman, learns the healing powers of herbs.

Meltzer, Milton, ed. In Their Own Words: A History of the American Negro, 1619-1865. New York: Crowell, 1965. This first of three volumes is a compilation from contemporary letters, newspapers, books, and journals. Events are described by participants.

O'Dell, Scott. Sarah Bishop. Boston, MA: Houghton Mifflin, 1980. Story of a girl's struggle for survival during the American Revolution.

Steele, William O. The Man with the Silver Eyes. New York: Harcourt Collins, 1976. This book is about cultural conflict. A young Cherokee boy spends a year with a white Quaker trader (whom he discovers is his father) during the Revolutionary War.

Steele, William O. Wayah of the Real People. New York: Holt, 1964. A Cherokee boy spends a year at school in Williamsburg and returns home with a better understanding of the white world which proves helpful to his people.

Sterling, Dorothy. Tear Down the Walls! New York: Doubleday, 1968. A provocative history of the American Civil Rights movement from the 16th century to the present.

Wakin, Edward. Black Fighting Men in U.S. History. New York: Lothrop, 1971. This history traces the contributions of Black fighting men in America, from Boston in 1770 to Vietnam in 1970.

UNIT 4

EXPERIMENTS IN GOVERNMENT

UNIT FOUR: EXPERIMENTS IN GOVERNMENT

Learning Activity #1

Theme: Contributions

Focus Question: How did the Articles of Confederation establish a structure of government for the new nation?

Background:

Shortly after the Declaration of Independence was written, the Continental Congress, which was composed of delegates (usually several from each state) appointed annually by the state legislatures, formed a committee to write a plan for governing the new nation. This plan, The Articles of Confederation, took into account the fears of the people who did not want to give too much power to a central government and the fears of the states that the Congress might control them. As a result, the emerging confederation consisted of a weak national government with the states keeping most of the power.

Major Idea:

- The United States, under the Articles of Confederation, was a loose union of independent semi-nations bound together in a "league of friendship."

Concepts:

- Political System
- Power

Performance Objectives: Students will be able to:

- Describe the structure of the United States government under the Articles of Confederation.
- Compare and contrast the powers of the states and national government under the Articles of Confederation.
- Evaluate the strengths and weaknesses of the structure of government under the Articles of Confederation.

Development:

- Distribute Worksheet 1A, "A New Plan for Government." Have students, working in pairs, complete the worksheet. Then have students explain their answers to the following questions:
  - What is your reaction to this new plan of government?
  - How would this plan change our form of government today?
  - Why would some people support a plan such as this?
- Tell the students that this plan represents the Articles of Confederation, the actual blueprint for the United States government, written after the Declaration of Independence, ratified in 1781, and lasting until 1787. Have students explain their answers to the following questions:

- Why did the Congress make this plan for organizing the government after the American Revolution?

- What are the strengths and weaknesses of this plan?

- Is a weak national government the best way to ensure people's freedom?

- If you lived in 1781, what would have been your reaction to this new plan for government?

- Do you think that Americans today have gone to the opposite extreme in giving the national government too much power? Explain.

. Distribute Worksheet 1B, "Structure of the Articles of Confederation." Have students complete the worksheet and explain their answers to the following questions:

- What do these pictures tell us about the structure of United States government under the Articles of Confederation?

- How would you compare and contrast the powers given to the states and to the national government?

- Why did the state governments, after the American Revolution, want to keep their powers?

- According to the pictures, is the strength of state power at the expense of a weak national government a good idea? Explain.

- Which of the pictures best shows the promise of the new government?

- Which of the pictures shows the greatest weakness of the Articles of Confederation?

- To what extent was the plan for government established by the Articles of Confederation a workable one? Explain.

. Distribute Worksheet 1C, "Articles of Confederation." Have students complete the exercise and encourage discussion.

Follow-up Activities:

. Students can design bumper stickers with slogans supporting the Articles of Confederation.

. Students can prepare newspaper advertisements that attempt to gain the support of Americans for the Articles of Confederation.

Worksheet 1A

A NEW PLAN FOR GOVERNMENT

It is the year 2000. You have been elected as a delegate to a convention that is formulating a new plan for our government. The plan below has been submitted by one of the delegates. Read each proposal carefully and write down the effect you think it will have on the government.

Proposal	Effect
1. Congress shall have no power to levy or collect taxes but may request funds from the states.	
2. Congress shall have no power to regulate trade between the states or with foreign countries.	
3. The right to regulate currency and to issue money shall be given to both Congress and the states.	
4. There shall be no executive (president) or judicial branch of government.	
5. A vote of two-thirds of the states shall be required to pass laws and a vote of all the states shall be required to pass amendments to the Constitution.	

Adapted from: Bernard A. Weisberger and Marilyn Zaretsky, From Sea to Shining Sea, 3rd edition Teacher's Manual (New York: McGraw-Hill Book Company, 1982), p. 139. Permission pending.

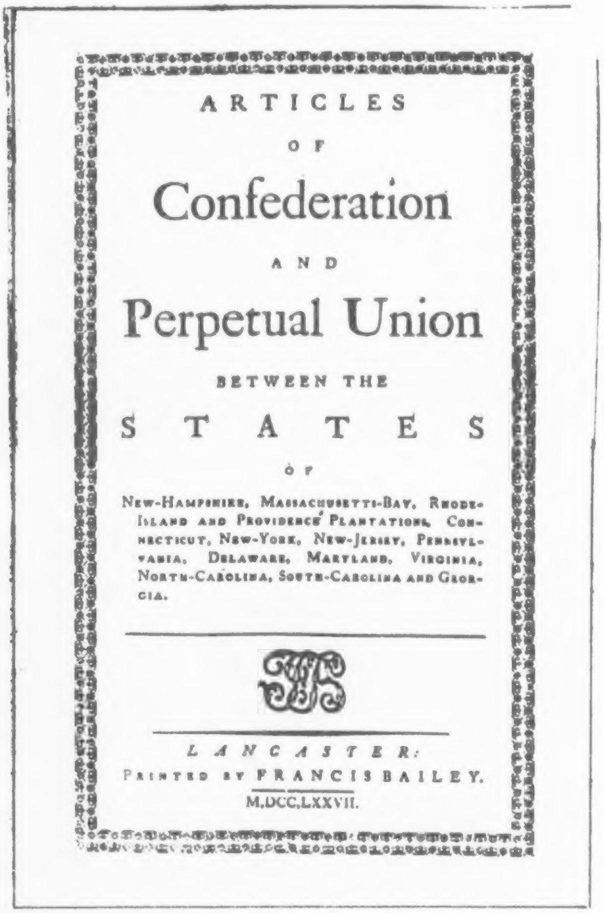
Worksheet 1B

STRUCTURE OF THE ARTICLES OF CONFEDERATION

Exercise:

The pictures below illustrate some features of the United States government under the Articles of Confederation. Study each picture. Then select the governmental feature listed on the last page of this worksheet that best matches the picture. Finally, write a title for each picture.

Title: ______________________________



ARTICLES
OF
Confederation
AND
Perpetual Union
BETWEEN THE
STATES
OF
New-Hampshire, Massachusetts-Bay, Rhode-Island and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina and Georgia.

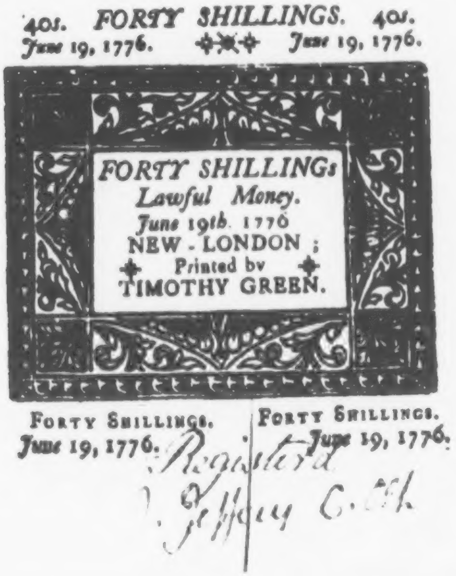
LANCASTER:
Printed by FRANCIS BAILEY.
M,DCC,LXXVII.

Governmental Feature: ______________________________

Richard Bernstein, Are We To Be A Nation? (Cambridge: Harvard University Press, 1987) p. 25. Permission pending.

Worksheet 1B, STRUCTURE OF THE ARTICLES OF CONFEDERATION (continued)

Title: ____

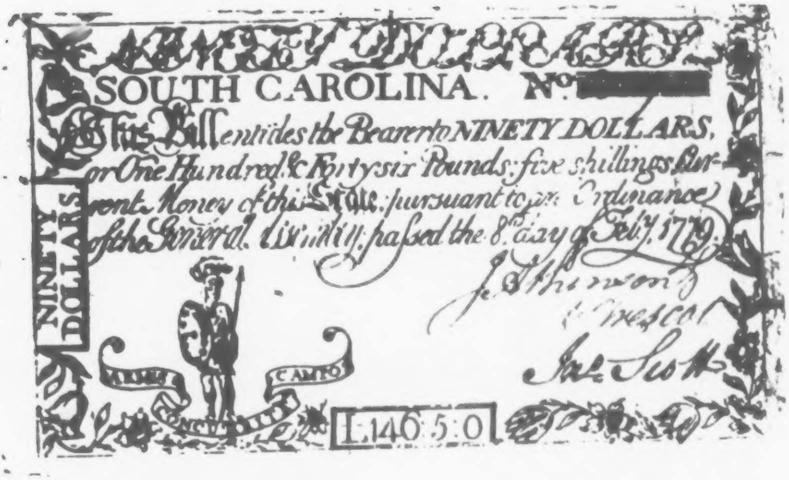


40s. FORTY SHILLINGS. 40s.
June 19, 1776. June 19, 1776.

FORTY SHILLINGS
Lawful Money.
June 19th. 1776
NEW-LONDON;
Printed by
TIMOTHY GREEN.

FORTY SHILLINGS. June 19, 1776.
FORTY SHILLINGS. June 19, 1776.

Registered



NINETY DOLLARS
SOUTH CAROLINA. No. [redacted]

This Bill entitles the Bearer to NINETY DOLLARS, or One Hundred & Fortysix Pounds; five shillings Current Money of this State, pursuant to an Ordinance of the General Assembly passed the 8th day of Feby. 1779.

NINETY DOLLARS

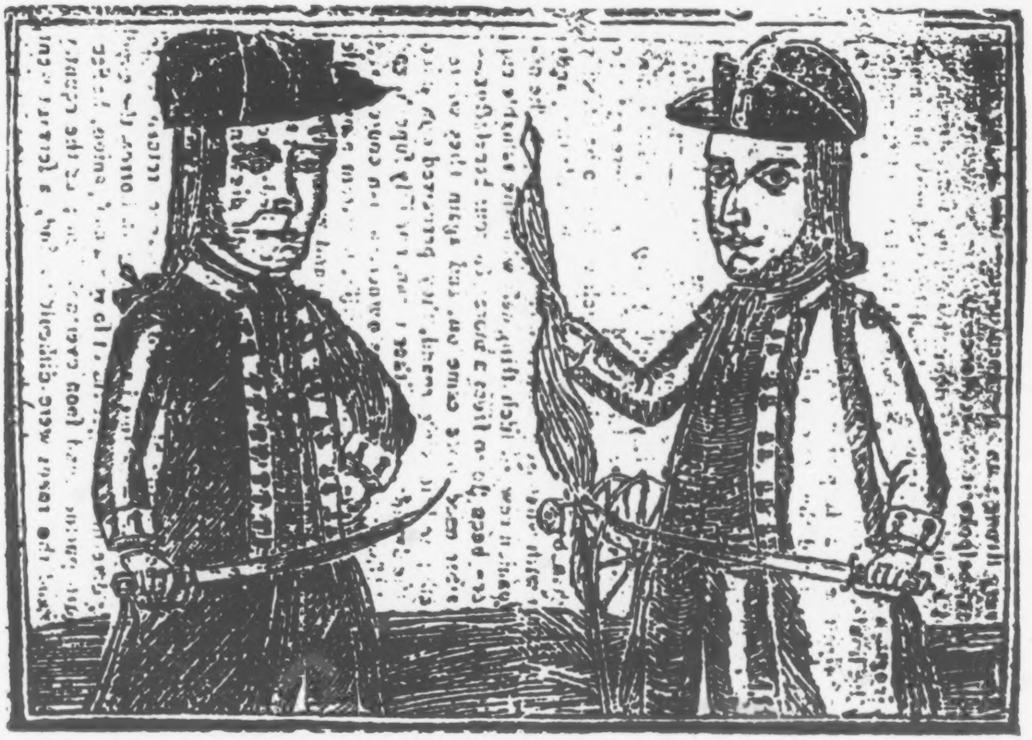
L.140 5:0

Governmental Feature: ____

Ira Peck, Steve Jantzen, Daniel Rosen, American Adventures (New York: Scholastic, 1983), p. 102. Permission pending.

Worksheet 1B, STRUCTURE OF THE ARTICLES OF CONFEDERATION (continued)

Title: ______________________________

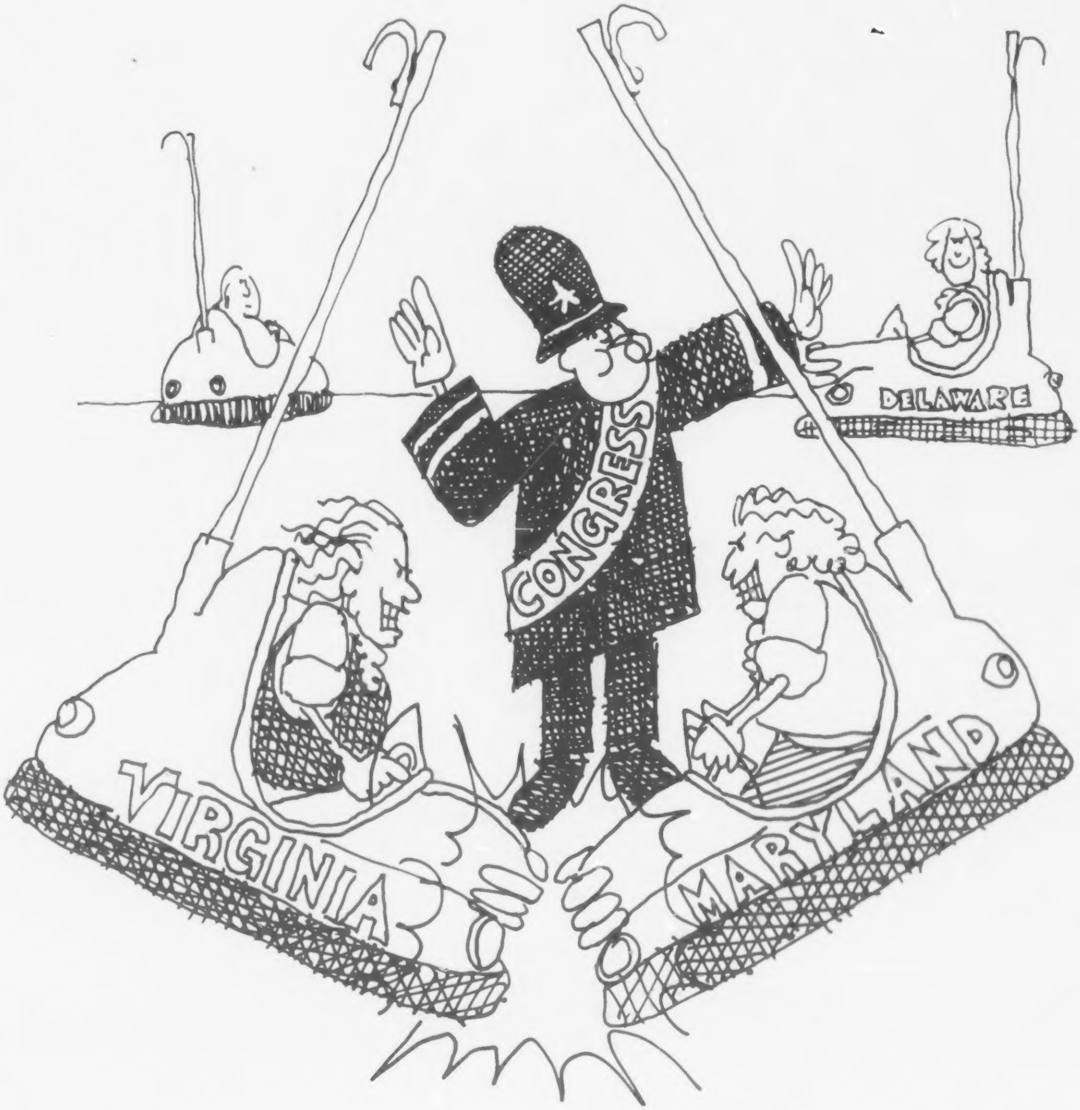


Governmental Feature: ______________________________

Gen. Daniel Shays, Col. Job Shattuck. Artist unknown. Woodcut, 1787. The only contemporary portrait of Shays and his associate Shattuck was published on the cover of Bickerstaff's Boston Almanack for 1787 (3rd edition). In Bernstein, p. 94.

Worksheet 1B, STRUCTURE OF THE ARTICLES OF CONFEDERATION (continued)

Title: ____________________


DELAWARE
CONGRESS
VIRGINIA
MARYLAND

Governmental Feature: ____________________

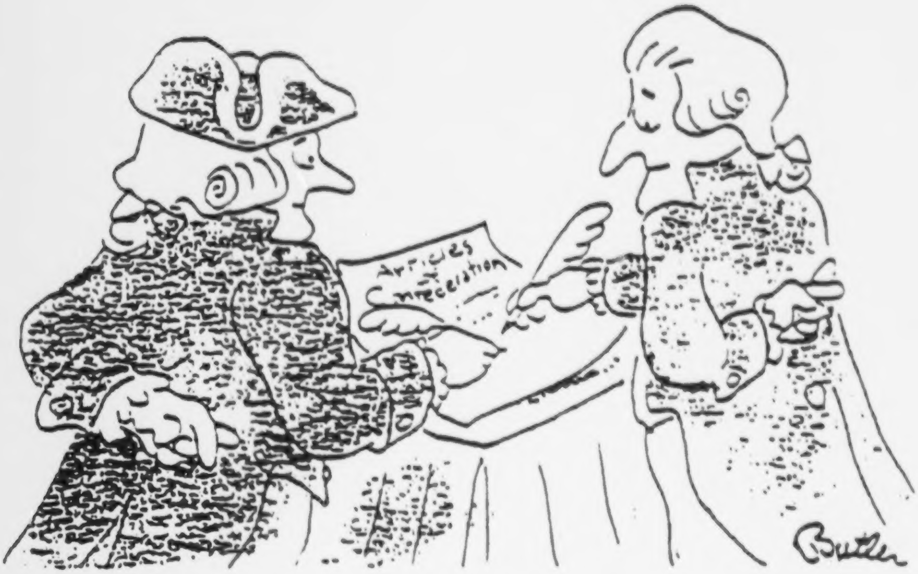
We The People (Calabasas, CA: Center for Civic Education, 1988), p. 42. Permission pending.

Governmental Features

1. The states enter into a firm league of friendship with each other for their common defense, the security of their liberties, and their mutual and general welfare.
2. Each state has the power to arm its own soldiers.
3. Each state can coin and print its own money. Congress can also coin money and print paper money.
4. Congress has no power to prevent unfair competition among the states.

Worksheet 1C

ARTICLES OF CONFEDERATION


Articles of Confederation
Butler

1. What are the two men signing? ______________________________

2. Why are the men keeping their fingers crossed? ______________________________

   ____

3. What do you think these men are thinking? ______________________________

   ____

   ____

4. If you had been a signer of the Articles of Confederation, what would you have been thinking? ______________________________

   ____

UNIT FOUR: EXPERIMENTS IN GOVERNMENT

Learning Activity #2

Theme: Contributions, Struggle for Equality

Focus Question: To what extent did the weaknesses of the Articles of Confederation outweigh their strengths?

Background:

The government that was established by the Articles of Confederation was impractical. The lack of a strong central government created conflict at home and lack of respect abroad. States acted in their own self-interest, often to the detriment of the common welfare. The failure to have a uniform policy in regard to trade, coinage of money, and control of the military led to confusion and financial distress. The outbreak of Shays's Rebellion in 1786 made many Americans rethink the feasibility of the Articles of Confederation.

Although there were many problems with the national government under the Articles of Confederation, it was successful in completing the tasks necessary to win the war for independence and negotiate the Treaty of Paris in 1783. After seven states gave up their claims to land in the Northwest Territory, the new government promulgated the Land Ordinance Act of 1785, which provided for the surveying and sale of lands to new settlers. Within each township the sale or rent of one parcel was set aside to provide money for a school.

The Northwest Ordinance of 1787, also an achievement of the government under the Articles, incorporated a plan for statehood that provided for three stages of governance. In the final stage, territories with a population of 60,000 or more could, upon approval of their constitutions, apply for statehood. Once approved, they would enter the union on an equal footing with other states. This paved the way for the settlement of the west during the 19th century.

The Northwest Ordinance specifically forbade slavery in that territory. At the time, many saw this provision as an indication that slavery would be on the decline in the United States. Other provisions established freedom of worship and trial by jury, encouraged the building of schools, and promised to treat Native Americans with "utmost good faith." This last provision was rarely observed, and the result was decades of warfare between American Indians and white settlers in the Northwest Territory.

Major Ideas:

- The Articles of Confederation had several major weaknesses which greatly limited their success in governing the new nation.

- The Articles of Confederation further developed the concept of common CITIZENSHIP in one nation-state shared by the citizens of several states.

Concepts

- Citizenship
- Political System
- Power

Performance Objectives: Students will be able to:

- List the strengths and weaknesses of the Articles of Confederation.
- Assess the impact of the Articles of Confederation on the average American.
- Describe the impact of the Northwest Ordinance on the future development of the United States.
- Evaluate the extent to which the weaknesses of the Articles of Confederation outweighed its strengths.

Development:

- Divide the class into groups of four. Distribute Worksheet 2A, "Leaders View The Articles of Confederation." Assign each student in the group one of the readings. Have each student report to the group members on his or her reading. Then have the group cooperatively complete the chart.
- Have students explain their answers to the following questions:
  - What do these letters tell us about America under the Articles of Confederation?
  - What problems did the nation face?
  - How successfully was the nation able to cope with its problems?
  - Why do you think these leaders wrote letters expressing their concerns?
  - Why does Washington see clouds covering a bright morn?
  - According to Morse, why is the lack of a judicial branch a serious problem?
  - Do you think these leaders spoke for the majority of Americans in the 1780s? Why or why not?
  - To what extent would you have agreed with their criticisms?
  - Was it possible for the United States to continue under this plan for government or was it completely unworkable?
- Distribute Worksheet 2B, "Shays's Rebellion." Have students read the worksheet, complete the exercise and explain their answers to the following questions:
  - What were the issues in Shays's Rebellion?
  - Why did Shays organize the farmers?
  - What action did General Shepard take?
  - What did Shays's Rebellion reveal about the structure of government under the Articles of Confederation?

  - Do you think Shays took appropriate action?

  - If you were a Massachusetts farmer, would you have supported Shays? Why or why not?

  - How did Thomas Jefferson view Shays's Rebellion?

  - What did Jefferson mean by saying, "A little rebellion now and then is a good and necessary thing"? Do you agree with Jefferson?

  - How do Jefferson's views of America under the Articles of Confederation compare and contrast with those of Washington and Hamilton?

  - Under what circumstances and in what form should Americans today take action against governmental policies of which they disapprove?

  - Is rebellion more likely under a weak government or a strong government? Explain.

- Distribute Worksheet 2C, "Shays's Rebellion--A Blessing in Disguise." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

  - What is this letter about?

  - What does this letter tell us about the situation in Massachusetts?

  - How did Abigail Adams feel about the decision of the state militia to put down Shays's Rebellion?

  - Why does Mrs. Adams see the Rebellion as being of "some good" for the nation? Do you agree?

  - How did the people of Massachusetts try to remedy the situation that provoked Shays's Rebellion?

  - Do you agree with Abigail Adams that the leaders in this rebellion should be made examples of? Explain.

  - How do you think Jefferson would reply to this letter? Why?

  - How does Shays's Rebellion show the weaknesses of the Articles of Confederation?

- Distribute Worksheet 2D, "Education and the Land Ordinance of 1785." Have students read the interview and complete the exercise. Then have them explain their answers to the following questions:

  - What is this interview about?

  - Why is the surveyor, Mr. Hutchins, so excited about schools in the Northwest Territory?

- Do you agree with Mr. Hutchins that opening schools in this new territory was more exciting than attending or teaching in an established Eastern school?

- How would the course of study in the schools meet the needs of the new nation?

- To what extent was this plan for education an idea that was "ahead" of its time?

- How are the needs of American farmers and businesspeople still being met at landgrant colleges today?

. Distribute Worksheet 2E, "The American Eagle: A Native American View." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this worksheet tell us about the choice of the eagle as a national symbol for the United States of America?

- How did the Shawnee leader view the eagle?

- How did Judge Symnes's view of the eagle as a symbol compare with the Shawnee chief's view?

- Which view do you think is best supported by the history of relations between Native Americans and European-Americans? Explain.

. Distribute Worksheet 2F, "Making a Move." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this diary tell us about the people who were moving into the Northwest Territory?

- According to this diary, what made moving into Ohio so attractive in 1788?

- How did the people in the story make plans for governing and protecting the land?

- How effectively were problems handled?

- How can we sense Colonel Hays's pride when his house is ready?

- If you read this diary in 1788, would you have moved west? Why or why not?

- What impact do you suppose the laws that provided for surveying and governing the Northwest Territory had on the expansion of the United States?

- How much credit does the government created by the Articles of Confederation deserve for the westward movement?

- Why might Native Americans see the movement of people from the Eastern United States as an "eastern invasion"?

Follow-up Activities:

- Have students write editorials to express their point of view about the Articles of Confederation. Some possible reactions can be from the perspectives of a Philadelphia banker, a Kentucky farmer, a South Carolina planter, a free Black New York City tanner's apprentice, and a Native American.

- Have students research and report on Jean Baptiste Pointe du Sable, a free Black who set up a trading post in Chicago.

- Many historians have said that the Northwest Ordinance should be considered as one of the finest documents in American history. Have students debate the validity of this statement.

- Have students, in the role of American settlers, write a diary entry describing their move into the Northwest Territory.

- Have students prepare seals of the United States that represent our values in the 1990s. Students can briefly explain why the symbols were chosen.

Worksheet 2A

LEADERS VIEW THE ARTICLES OF CONFEDERATION

Exercise:

After each member of your group has completed his or her reading, have your group work together to complete the following chart. (Write NA if item does not apply to a particular leader's letter.)

Group Chart: Leaders View the Articles of Confederation

The United States under the Articles of Confederation	Rufus King	George Washington	Alexander Hamilton	Jedidiah Morse
National situation				
How United States is viewed by nations of the world				
Overall opinion of Articles of Confederation				

Group decision: Based on information presented in this chart, could the Articles of Confederation provide an effective plan of government for the United States? Yes_____ No_____

Give three reasons that support your answer:

1. ____________________

2. ____________________

3. ____________________

Signatures of Group: ____________________, ____________________,

____________________.

Worksheet 2A, LEADERS VIEW THE ARTICLES OF CONFEDERATION (continued)

This letter describes America under the Articles of Confederation. After reading the letter, report to your group describing the author's view of each of the issues listed on the chart.

Reading 1

June 18, 1786

To Elbridge Gerry,

You my dear friend, must know our Situation, as fully as I do, who am a daily witness of the humiliating condition of the Union. You may depend on it, that the national government's Treasury now is literally without a penny.... The posts on the Ohio are not well supplied with military supplies, the Secretary at War applied a few days since for 1000 Dollars for the transportation of the necessary Ammunition to these Posts. The Board of Treasury, as urgent as this application is, specifically declare their utter inability to provide this small amount of money. What are we to expect?

Sincerely,

Rufus King
Delegate to Congress
State of Massachusetts

Adapted from: Lew Smith, The American Dream (Glenview, IL: Scott Foresman, 1980), p. 2. Permission pending.

Worksheet 2A, LEADERS VIEW THE ARTICLES OF CONFEDERATION (continued)

This letter describes America under the Articles of Confederation. After reading the letter, report to your group, describing the author's view of each of the issues listed on the chart.

Reading 2

Mount Vernon, 31st October 1786

To Henry Lee,

I am ashamed beyond expression when I view the clouds which have spread over the brightest morn that ever dawned upon any Country.... Let us have [a government] by which our lives, liberties & properties will be protected.... To be more exposed in the eyes of the world, and more contemptible than we already are, is hardly possible.

Sincerely,

George Washington

Smith, The American Dream, p. 62. Permission pending.

This letter describes America under the Articles of Confederation. After reading the letter, report to your group, describing the author's view of each of the issues listed on the chart.

Reading 3

July 1783

To John Jay,

We have now happily concluded the great work of independence, but much remains to be done.... Our prospects are not good. Every day proves the [weakness] of the present confederation.... The road to popularity in each state is to [attack the power] of Congress, though nothing can be more clear than that they have no power.... [The nation is bankrupt and cannot get loans.]

Sincerely,

Alexander Hamilton
Delegate to Congress
State of New York

Smith, The American Dream, p. 62. Permission pending.

This letter describes America under the Articles of Confederation. After reading the letter, report to your group, describing the author's views of each of the issues listed in the chart.

Reading 4

January 1787

Dear Josiah,

The interest of an individual state was placed in opposition to the common interest of the union.... Within two years from the close of the war, a scarcity of money was the general cry. The merchants found it impossible to collect their debts, and make [payments] to their creditors.... Some of the states attempted to limit trade with Britain. These measures however produced nothing but trouble. The states did not act [together], and the limitations put on the trade of one state operated to throw the business into the hands of its neighbour....

Divided in this way, the states began to feel their weakness. Most of the legislatures refused to obey the [requests] of Congress giving money to the federal treasury.... The British troops continued...to hold possession of the forts on the frontiers of the states, and so controlled the fur trade....

When laws were passed in Congress, there was no power to make the states obey by fine, by taking away privileges or other means.... The confederation was further deficient...in a lack of power to make trade laws, and to raise troops for the defense and security of the union; in the equal suffrage [voting power] of the states, which placed Rhode Island on a footing in Congress with Virginia; and to crown all the defects, we may add the lack of a court system, to define the laws of the union, and to reconcile the contradictory decisions of a number of independent [courts].

Sincerely,

Jedidiah Morse,
Clergyman

Smith, The American Dream, p. 63. Permission pending.

Worksheet 2B

SHAYS'S REBELLION

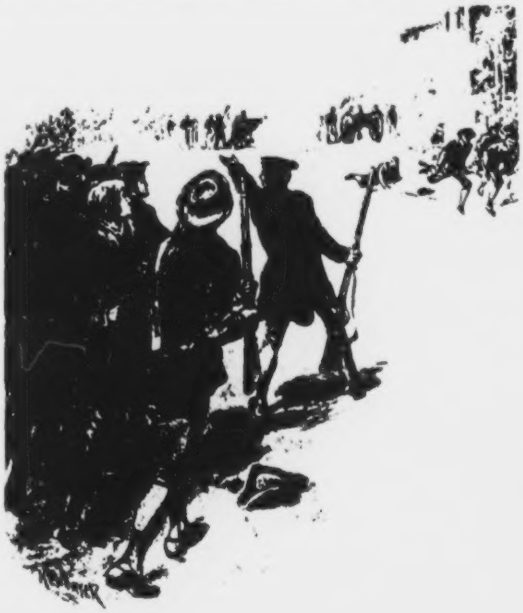
AMERICAN MOSAIC

Rebellion in Massachusetts

A group of Massachusetts farmers led by Daniel Shays attempted to seize the ammunition in the state arsenal. Shays and other farmers were protesting the decision by the ruling merchant class in the state legislature not to allow the printing of paper money. Farmers desire the paper money so that they may pay their bills and creditors more easily.

The following description was given to this paper by General William Shepard of the local militia: "Shays still marched within two hundred and fifty yards of the arsenal. He then made a halt. I sent one of my aides to inform him not to march his troops any nearer. In case he did, I should surely fire on him and his men.

"Shays put his troops in motion, and marched on rapidly. I then ordered Major Stephens, of the artillery, to fire upon them. He did. With the two first shots he tried to overshoot them, in hopes they would have taken warning. But it had no effect on them.



Major Stephens then directed his shot through the center of his column. The fourth or fifth shot put the whole column into the utmost confusion. We had one small cannon which was loaded with small iron balls, which, when fired, gave them great uneasiness. Had I been disposed to destroy them, I might have charged upon their rear and flanks and could have killed the greater part of his whole army within twenty-five minutes. "I found three men dead on the spot, and one wounded who is since dead. One of our men was badly wounded."

Adapted from: Bernard A. Weisberger, From Sea to Shining Sea, 3rd ed. (New York: McGraw-Hill, 1982), p. 175. Permission pending.

Worksheet 2B, SHAYS'S REBELLION (continued)

Jefferson Comments on Rebellion:

"This must make money scarce and make the people uneasy. This uneasiness has produced terrible acts, but I hope the government will not react too harshly. Because the people know they have acted honestly, it may be hard for those in power to understand the complaints of the rebels. And those leaders who are fearful rather than hopeful about people may see a larger problem in the rebellion than there actually is. They may decide that the only government by which they may live is force.

"I hold that a little rebellion now and then is a good thing and as necessary in the political world as storms in the physical world."

Worksheet 2B, SHAYS'S REBELLION (continued)

Exercise:

Imagine you are Daniel Shays. In Column A make a list of all the alternative actions you can take to protest the action of the Massachusetts State Legislature. In Column B list the expected consequences for each alternative.

A Alternative	B Expected Consequence

Which alternative would have been most effective in getting what Shays wanted?

Explanation:

Worksheet 2C

SHAYS'S REBELLION -- A BLESSING IN DISGUISE

Abigail Adams wrote this letter to Thomas Jefferson commenting on Shays's Rebellion:

> You ask about the revolt in my native state. I wish I could say the report was exaggerated. It is too true, sir, that the revolt was so extreme that it stopped the courts of justice in several counties.
>
> Outlaws have persuaded a mob to follow their flag. They have complaints that exist only in their minds. Some of them cry out for a paper currency. Others demand that property be divided equally among all. Some are for wiping out all debts. Others claim that the Senate is a useless branch of government. They say that the Court of Common Pleas was unnecessary....
>
> This list will show you the kind of people making up this rebellion. It also shows why the strongest measures are needed to put it down. These rebels want to destroy the government all at once.
>
> But these people make up only a small part of the nation, when compared to the more sensible. They create much trouble and uneasiness. Even so, I cannot help thinking that they will be good for the nation. They will lead to an investigation of the causes which have produced such a rebellion.
>
> Luxury and spending too freely have become common to all our countrymen and women. Such wasteful spending has been sapping the independence of every class of citizens. It has caused them to pile up debts that they were unable to pay. Vanity was becoming more powerful than patriotism.
>
> The lower classes of the community found it difficult to pay their taxes. Although they owned property, they were unable to answer the demand for taxes. Those who possessed money were afraid to lend it.
>
> By the papers I send you, you will see the good effects that have already been produced. An act of the legislature sets a tax of 15 percent on many articles of British manufacture. It totally prohibits other imports.
>
> A number of volunteers -- lawyers, physicians, and merchants from Boston -- have made up a group of cavalry. Lieutenant Colonel Jackson went out in pursuit of the rebels. He captured three of the main leaders: Shattucks, Parker, and Page. Shattucks defended himself and was wounded in the knee with a sword. He is in jail in Boston. No doubt, he will be made an example of.

Julian P. Boyd, The Papers of Thomas Jefferson, Vol. II: January 1787 to August 1787. Copyright 1955, renewed 1983 by Princeton University Press. Excerpt pp. 86-87. Permission pending.

Worksheet 2C, SHAYS'S REBELLION -- A BLESSING IN DISGUISE (continued)

Exercise:

Abigail Adams considered Shays's Rebellion to be a "mixed blessing" for the new nation. List the negative and positive aspects of Shays's Rebellion as stated in her letter.

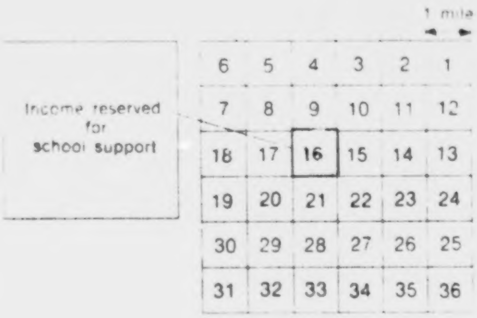
Positive Aspects	Negative Aspects

Which side do you think outweighs the other? Why?

Worksheet 2D

EDUCATION AND THE LAND ORDINANCE OF 1785

The Land Ordinance of 1785 provided for a survey of the land of the Old Northwest and stated how the land would be divided into townships. One section of each township (36 square miles) was to be sold or rented to establish schools.



If Thomas Hutchins, the geographer who surveyed the territory, had been interviewed on the plan for establishing schools in this region, the conversation might have been as follows:

Reporter: Mr. Hutchins, you are a geographer. What, might I ask, has education to do with settlement of the Northwest?

Hutchins: The last ordinance of Congress has provided for the establishment of schools and the endowment of a university in the Northwest Territory. This is a most favorable aspect of settlement because our knowledge of science, botany, and natural history will increase as we settle and study this region.

Reporter: Why would professors want to conduct research at a university in this region?

Hutchins: It will be a rare opportunity to take advantage of situations that may never occur again. For example, there will be no wrongs that need correction, no systems to overturn just fresh minds eager to learn, among other subjects, business and useful sciences such as agriculture.

Reporter: How would such an institution of higher learning help the United States?

Hutchins: There are many people settling in such areas as Kentucky and Illinois. These settlers do not want to send their children far from home to get an education. If the children learn about government, science, and industry, the wealth and population of the proposed settlement would increase and the people of this territory will be enlightened.

Adapted from: Thomas Hutchins, An Explanation of the Map (New York: October 28, 1787), pp. 20-21.

Worksheet 2D, EDUCATION AND THE LAND ORDINANCE OF 1785 (continued)

Exercise:

Many teachers would be needed for the schools and universities established as a result of the Land Ordinance. In the space provided, prepare a want ad for a public school teacher and a university professor.

WANTED: PUBLIC SCHOOL TEACHERS

SUBJECTS: ____________________

SPECIAL QUALIFICATIONS: ____________________

REWARDS OF JOB: ____________________

WANTED: UNIVERSITY PROFESSOR

SUBJECTS: ____________________

SPECIAL QUALIFICATIONS: ____________________

REWARDS OF JOB: ____________________

WORKSHEET 2E

THE AMERICAN EAGLE: A NATIVE AMERICAN VIEW

The Northwest Ordinance of 1787 promised to treat American Indians with "utmost good faith." A diary entry, made in the Ohio territory in 1792, contains a Shawnee chief's interpretation of the American eagle, which was selected to be represented on the United States coat of arms in 1782. (Judge Symnes was a local leader and land owner.) Read the entry and complete the exercise that follows:

August 18, 1792

> ...Judge Symnes, who is looked upon as a father* by the people here, has by his treatment of the Indians, who at first used to come here often, gained their love and friendship, which is a better protection for this place than a regiment of soldiers would be. Symnes told me an Indian interpretation of the coat of arms of the United States, that is, the eagle, etc. Three years ago a considerable number of Shawnees & Delawares came here to trade. The Judge took the chiefs to his house, entertained them hospitably, & gave them presents. During their visit many things were discussed, & among others Symnes showed them the coat of arms of the United States, which he carefully explained. "Well," said a Shawnee captain, "let me give my interpretation. Perhaps, according to the picture, it will come closer to the truth than yours. You tell me," said he, "that every power has its own coat of arms & that this is a good and useful thing. You have told me about the peaceful intentions of the United States towards the Indians, & show me this picture as evidence! If the United States were such lovers of peace as you describe them to be, they would have chosen for their coat of arms something more appropriate as an expression of it. There are, for instance, many agreeable and harmless birds. There is the dove, which would not harm the smallest creature. But what is the eagle? He is the largest of all birds! He is the enemy of all birds. He is proud, because he is conscious of his size & strength! On a tree, as well as in flight, he shows his pride, & looks down in scorn upon all the birds. His head, his eyes, his beak & his long crooked talons declare his strength & hostility! Now this bird, which is terrible enough in itself, you have depicted as even more dreadful and frightful. You have not only put one of the instruments of war, a bundle of arrows, into one of his hands (claws), & rods in the other, but have painted him in the most fearful guise, & in posture of attack upon his prey. Now tell me," he continued, "have I not spoken the truth?" Symnes had to agree, but with this qualification -- that only the enemies of the United States were frightened by the eagle's posture. Friends, on the contrary, could look upon it as a sign of protection, & that all the Indians who were friends of the United States enjoyed this protection, etc.

*Note: Father is a term of respect among Native Americans, but the term "uncle" is one of great honor.

Adapted from: John Heckewelder, "To the Falls of the Ohio and Vincennes: 1792" in Paul A. Wallace, ed. Thirty Thousand Miles With John Heckewelder (University of Pittsburgh Press, 1958), p. 275. Permission pending.

Worksheet 2E, THE AMERICAN EAGLE: A NATIVE AMERICAN VIEW (continued)

Exercise:

In the space provided, summarize the views about the American Eagle, as explained by the settlers and as explained by the Shawnee. Then place a check (✓) in the box that indicates the approval rating.

European Settler's View	Shawnee View
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
Approves choice of eagle on coat of arms	Approves choice of eagle on coat of arms
☐ Yes ☐ No	☐ Yes ☐ No
If no, write alternate choice here:	If no, write alternate choice here:
______________________	______________________

MAKING A MOVE

As a result of the Land Ordinance of 1785 and the Northwest Ordinance of 1787, both achievements of the government of the Articles of Confederation, many Americans considered moving west to the Ohio Territory. Read these excerpts from the diary of Colonel John May. Then complete the exercise.

> May 12, 1788, Monday. I am still in quarters opposite Pittsburgh, living as cheaply as if I was at Muskingum. Am waiting for the boat to carry us all down.... Yesterday two boats for Kentucky hauled in at our landing, having on board twenty-nine whites, twenty-four Negroes, nine dogs, twenty-three horses, cows, hogs, etc., besides provisions and furniture. Several have passed today equally large....
>
> Wednesday, 21st. At 2 o'clock P.M. our boat -- oh, be joyful! -- came in sight, coming around the point, and, in half an hour, reached Pittsburgh.
>
> Saturday, 24th.... At 12 1/2 o'clock cast off and committed ourselves to the current of the Ohio. The scene was beautiful.
>
> Monday, 26th.... Thus we moved on, constantly noting new wonders and beauties, till 3 o'clock, when we arrived safely on the banks of the delightful Muskingum.
>
> Tuesday, 27th. Slept on board last night, and rose early this morning. Have spent the day in surveying the spot where the city is to be laid out, and find it to answer the best descriptions I have ever heard of it.
>
> As to our surveying, buildings, etc., they are in a very backward way. Little appears to be done, and a great deal of time and money misspent....
>
> Thursday, 29th. This day the axe is laid to the root of the trees. I was kept busy all the afternoon with the surveyors. Find the soil very good, but was tormented beyond measure by hundreds of gnats. They not only bite surprisingly, but get down one's throat.
>
> This evening, arrived two long boats from the Rapids, with officers and soldiers, the number about one hundred. On their passage up the river they were fired upon by a strong party of Indians, headed by a white man. They returned the fire, and had two men killed. It was necessary to drop down the river a piece, and come by the place in the night....
>
> Saturday, 31st. All hands at work on my ten-acre lot. Took hold of it with spirit. There are six of us in all, and we completely cleared an acre and a half by sunset. The land as good as any that can be found in the universe....

Tuesday, June 10th.... The people axing timber for the house, which I am in hopes to raise in eight or ten days. Met this morning, and after much debate and discussion, agreed to cut up our commons into three-acre lots, to be drawn for in July. This has satisfied the minds of the people. We also appointed officers of police.

Sunday, 15th.... A number of poor devils -- five in all -- took their departure homeward this morning. They came from home moneyless and ignorant, and have returned as they came....

Tuesday, 17th.... This evening Judge Parson's and General Varnum's commissions were read; also, regulations for the government of the people. In fact, by-laws were much wanted. Officers were named to command the militia; guards to be mounted every evening; all males more than fifteen years old to appear under arms every Sunday....

Friday, July 4th.... All labor comes to a pause today in memory of the Declaration of Independence. An excellent oration was delivered by Judge Varnum, and the cannon fired a salute of fourteen guns....

Friday, 11th. A delightful day. All hands at work on the house. This is a difficult undertaking, and will cost more than I intended. Am building for several motives. First, for the benefit of the settlement; second, from a prospect or hope of gain hereafter; third, for a haven for myself and family, should we ever want it; fourth, as a place where I can leave my supplies and baggage in safety; and lastly, to gratify a foolish ambition, I suppose it is. The house is thirty-six feet long, eighteen wide, and fifteen high; a good cellar under it, and drain; and is the first (of the kind) built in Marietta...

Monday, 14th. All hands at work on the house. Ate green peas today from my own garden, planted exactly five weeks ago. All this trusting to Providence but a little while. Things do grow amazingly!

Adapted from: Richard B. Morris, Voices From America's Past (New York: E.P. Dutton, 1963), pp. 153-155. Permission pending.

Worksheet 2F, MAKING A MOVE (continued)

Exercise:

Pretend that you are considering a move to the Ohio Territory. You have just read Colonel John May's diary. Consider the advantages and disadvantages of a move. Make a list of each based on information in the diary.

Advantages	Disadvantages

My decision is to ______________________________

The most important reason is ______________________________

Learning Activity #3

Themes: Contributions, Struggle for Equality

Focus Question: How effective was the New York State Constitution as a plan of government?

Background:

The New York State Constitution, written chiefly by John Jay and drafted in 1777, was based on the concept of social contract. Throughout the state constitution, the people are identified as the source of authority. The franchise was extended to property-holding males, who, in contrast to citizens of other states, chose their governor for a three-year term, as well as selected legislators. New York's Constitution established elaborate checks and balances on the three branches of government and extended civil liberties to its citizens. The state constitution, with its strong executive and judicial branches, served as a model for the federal constitution in 1787. The New York State Constitution of 1777 remained in effect until December 1822.

Major Ideas:

- The first New York State Constitution was a written plan for organizing the functions of state government.
- Bicameral legislatures, with upper and lower houses, represent a deeply rooted tradition in western governmental practice. New York State reflected this tradition in its first constitution before the federal government did.
- Suffrage was not always granted to all members of society.
- Many of the rights later included in the United States Constitution's Bill of Rights had been written into the original New York State Constitution.
- The first New York State Constitution served, along with a number of other documents, as a model for the development of the United States Constitution.

Concepts:

- Citizenship
- Political System
- Power

Performance Objectives: Students will be able to:

- Describe the structure of early New York State government.
- Trace the influence of the New York State Constitution as a model for the federal Constitution written a decade later.
- Evaluate the New York State Constitution as a model for government.

Development:

. Distribute Worksheet 3, "New York State Constitution, 1777." Have students complete the worksheet and explain their answers to the following questions:

- What does this chart tell us about New York State's government as outlined in its constitution of 1777?
- What provisions were made to ensure that one person or group did not become too powerful?
- How did the structure of New York's government compare and contrast with that of the Articles of Confederation? How would you account for the differences?
- How did the New York State Constitution guarantee some citizens their freedoms?
- Did the framers of the New York Constitution extend enough freedom to all its citizens?
- Why would the framers of the United States Constitution in 1787 look to this document as a model?
- How great was the influence of the New York State Constitution on the United States Constitution?
- To what extent do we still follow the principles outlined in the first New York State Constitution today?
- How effective a model for government was the New York State Constitution of 1777?

Follow-up Activities:

. Research the features of New York State government today. Prepare a chart comparing the government today with the governmental structure outlined in the New York State Constitution of 1777. Information on current state government can be found in:

Mitchell, G. A. (editor)
New York Redbook
Albany: New York Legal Publishers, 1989

. New York City is a municipality under control of New York State. Recently New York City adopted a new plan of government -- a revised charter (1989). Have students research the city's charter revision. Students might then address a local community group on the impact of the new charter.

Worksheet 3

NEW YORK STATE CONSTITUTION, 1777

The first New York State Constitution, drafted in 1777, remained in effect until 1822. Compare the major principles of the New York State Constitution with those of the United States Constitution, drafted in 1787. Then complete the exercise that follows:

New York State Constitution 1777	United States Constitution 1787
Two-house legislature: Senate (4-year term) Assembly (1-year term)	Two-house legislature: Senate (6-year term) House of Representatives (2-year term)
Residence and property qualifications for voters (only males)	State voting qualifications observed for national elections
Governor chosen by eligible voters (3-year term)	President chosen by electoral college (4-year term)
Governor's powers include commander-in-chief of state army and navy, addressing legislature	President serves as commander-in-chief of army and navy, chief of state in foreign affairs, addresses legislature
Council of Revision (governor and judges) can revise or reject bills submitted by legislature	President has power to veto bill passed by legislature
Legislature can override veto of Council of Revision	Legislature can overturn Presidential veto
Judges of state supreme court, appointed by governor, serve for good behavior (or until the age of 60)	Judges, appointed by the President, serve for good behavior (life)
Trial by jury and freedom of religion guaranteed in the body of the Constitution	Freedoms guaranteed in Bill of Rights (first 10 Amendments adopted in 1791)

Worksheet 3, NEW YORK STATE CONSTITUTION, 1777 (continued)

Exercise:

Read the following constitutional principles. Then indicate on the scale below the extent to which each principle was incorporated in the New York State Constitution and in the United States Constitution.

SCALE

-1	0	+1
Not noted in New York's Constitution	Noted in New York's Constitution but not in body of United States Constitution	Noted in both Constitutions, with some changes

Constitutional Principles — Rating

1. The legislature has two houses. ______________

2. Branches of government check and balance each other's work. ______________

3. Rights of citizens are clearly noted in document. ______________

4. Courts are independent of other branches of government. ______________

5. Executive has role in international affairs. ______________

6. The people directly elect their executive. ______________

The overall influence of New York's Constitution on the United States Constitution was (place check on this scale):

not important	somewhat important	very important

220

Learning Activity #4

Themes: Struggle for Equality, Contributions

Focus Question: Why was the Constitution called a "bundle of compromises"?

Background:

When the delegates to the Philadelphia Convention decided to write a new constitution in 1787, they were in agreement about the need for a strong central government, a republican form of government, and separation of powers. However, there were several major stumbling blocks that were only resolved after months of debate and compromise.

The question of representation in the legislative branch was most controversial. The small states wanted to be represented equally with larger ones, which was considered "unfair" by the states with larger populations. Benjamin Franklin's plan, presented by Roger Sherman of Connecticut and known as the Great Compromise, established a bicameral legislature with equal representation in the Senate and representation according to population in the House of Representatives.

The economic differences between the increasingly industrial North and the agricultural South led to another major conflict at the convention. Although many of the delegates were in favor of the abolition of slavery, the question of counting slaves for representation in Congress and for purposes of taxation, and abolition of the slave trade were resolved by compromise. The compromises were deemed necessary to gain the support of North Carolina, South Carolina, and Georgia, all of which would not support the Constitution if slavery were outlawed in the document.

Major Ideas:

- The unusual concentration of talent and leadership present in the early years of the United States was a major factor in the successful launching of the new nation.
- The government established by the United States Constitution combines strength and limitations with an upward rather than downward flow of POWER.
- The Constitution has been described as a "bundle of compromises," a quality which is, for the most part, a strength of the document.
- The original Constitution included certain undemocratic features.

Concepts:

- Political System
- Power

Performance Objectives: Students will be able to:

- Identify the major issues confronting delegates at the Constitutional Convention.
- Suggest possible compromises to resolve major issues at the Constitutional Convention.
- Evaluate the extent to which being a "bundle of compromises" is a strength of the United States Constitution.

Development:

- Distribute Worksheet 4A, "Constitutional Compromises: A Simulation." Assign one student to act as convention chairperson. (On the day of the simulation, the chairperson will follow the agenda and all rules of the convention.) Divide the 12 roles among the rest of the students. Most roles will need to be assigned to more than one student.
- Tell students to study their assigned roles and read any additional information they can about the people they are portraying.
- Distribute Worksheet 4B, "Agenda and Rules." Have students study the agenda and rules in preparation for the simulation.
- Have students simulate the Constitutional Convention. Chairperson should have delegates vote on the issues listed on the agenda. Students should be reminded to vote as the delegate whose role they were assigned would have voted.
- When the simulation is over, distribute Worksheet 4C, "Constitutional Issues Resolved." Have students complete the exercise, then have them explain their answers to the following questions.
  - What similarities are there between the compromises the class arrived at and those made in 1787? How can you explain the similarities?
  - What differences are there between the compromises the class arrived at and those made in 1787? How can you explain the differences?
  - Why do you think the compromise over representation has been called the Great Compromise?
  - How effectively did compromise solve the controversial issues of 1787?
  - Is compromise a good way to solve controversial issues? Why or why not?
- Distribute Worksheet 4D, "Statistically Speaking." Have students complete the worksheet and explain their answers to the following questions:
  - What does this chart and table tell us about the number of slaves in the United States in 1790?

  - Why would these numbers be important to delegates at the Constitutional Convention?

  - How was the slave population divided among the 13 states? Explain.

  - Why would it be in the interest of states with large numbers of slaves to include these numbers in figuring representation?

  - How do these numbers indicate that slavery was an issue that had to be addressed by the delegates?

- Distribute Worksheet 4E, "The Constitution and the Slave System." Have students read the worksheet and complete the exercise.

- Have students role play the debate on the slavery system. Then have them explain their answers to the following questions:

  - What does this debate tell us about the issue of slavery at the Constitutional Convention?

  - What arguments were offered in favor of prohibiting slavery?

  - What arguments were offered for allowing slavery?

  - What evidence can you find that some delegates believed the slave system would gradually wither away?

  - To what extent did the delegates' personal positions on slavery divide along sectional lines? What does this tell you about the question of slavery in 1787?

  - Do you agree with Sherman that taking action against slavery in 1787 would have made acceptance of the new constitution impossible?

  - Was the Three-Fifths Compromise the best possible solution in 1787 to the issue of slavery?

  - Is compromise over a moral issue like slavery ever justified? Can any human being ever be considered as less than a whole person? Why or why not?

- Distribute Worksheet 4F, "The Constitution and the Slave Trade." Have students, working in pairs, read the worksheets, complete the exercise, and explain their answers to the following questions:

  - What are these statements about?

  - What issues did Absalom Jones address in his petition of December 31, 1799?

  - Why did he feel anger toward the framers of the Constitution?

  - According to Reverend Jones, how did the slave trade degrade human dignity?

- If you had heard this petition to Congress in 1799, how would you have responded? Why?
- How does Jones's sermon in 1808 compare and contrast with his earlier petition?
- Do you agree that a day of thanksgiving should be set aside to remember the end of the slave trade? Why?
- Do you think that the Constitution, by compromising on the slave trade and incorporating a fugitive slave clause, gave approval to slavery?

Follow-up Activities:

- Have students roleplay real life situations in which compromise can resolve issues.
- Students might debate the following statement as it applied to the compromises reached at the Constitutional Convention: "Compromises are often reached when individuals would have too much to lose by not doing so."

Worksheet 4A

CONSTITUTIONAL COMPROMISES: A SIMULATION

Directions: Read the biography of the delegate whose role you are assigned to play in the "Constitutional Convention." After completing any additional research and studying the agenda and rules, decide how you would cast your votes if you were a delegate.

David Brearly -- New Jersey. You are 40 years old and a judge in your state's highest court. You say that it seems only fair to let the states vote in Congress according to their size. However, if this happens, Virginia may have 16 votes to Georgia's one. As a result, you claim, the small states will soon be wiped out. At one point you suggest doing away with the states and setting up voting districts of equal size in their place.

John Dickinson -- Delaware. You are a famous writer on political subjects. You are 55 years old and a Quaker. You think that there is no government better than a constitutional monarchy like England's. You want the convention to decide what powers should be given to the executive before voting on how he is to be chosen. You feel that an executive should be removed by Congress whenever a majority of the state legislatures ask that it be done. The courts, you believe, should be independent of the executive.

Benjamin Franklin -- Pennsylvania. You are old and world famous. Though you are 82, your mind is still very active. You were a signer of the Declaration of Independence. You are against giving the executive a veto over acts of Congress because, you say, governors of Pennsylvania used the threat of the veto to get money from their legislatures. You are strongly opposed to paying any salary to the executive, though you think officials ought to receive their expenses.

Rufus King -- Massachusetts. You are a lawyer, aged 33, and served for three years in Congress. You want the government to list all the powers that the new government will have before it decides how Congress will be chosen. You say that the courts need not be given the right to veto acts of Congress as called for in the Virginia plan because they will be able to declare laws unconstitutional as cases are brought before them. Ratification of the new Constitution, you claim, must be by state legislatures.

Charles Pinckney -- South Carolina. Though only 24, you have been a member of Congress. You believe that the House should be chosen by the state legislatures and the country divided into equal electoral districts, each of which will put up a number of people from whom the Senate can be chosen. The executive, you say, should be chosen by Congress, as they will know what qualities are needed.

Edmund Randolph -- Virginia. You are 32 and the governor of Virginia. As the leader of your state delegation you present the Virginia Plan, though it is the work of James Madison. Under the Virginia Plan there would be a Congress of two branches: a House elected by the people of the states according to population and a Senate elected by the House from names proposed by the state legislatures. There should also be an executive chosen by Congress, having veto power, and there would be a federal court system for laws made under the constitution. The courts would also be able to veto acts of Congress. For your own part, you believe that it will be impossible to set down, in advance, all the powers that the federal government will have to exercise. The executive, you say, should be more than one person, as one might become too powerful and in time turn into a king. You favor having three people for the executive, each chosen from a different part of the country.

James Wilson -- Pennsylvania. You are one of the best lawyers in the country and a leader of the convention. You are 48, and you signed the Declaration. You say that a republic that is also a confederation is the best assurance of the country's safety and liberty. You see no problem in having federal and state governments at the same time. You say that both houses of Congress should be chosen by the people because the people are the foundation of all government and because the two houses should be independent of one another. You want the nation divided into equal districts and the Senate chosen by the people from these districts. You agree with Edmund Randolph and James Madison that it is impossible to list all the powers that the federal government will need. The executive, you feel, should be vigorous and able to act quickly when the need arises, but questions of war and peace should be left up to Congress. A single strong executive, you claim, would be the best assurance against the government turning into a monarchy. To choose an executive, you want to divide the country into districts. Voters in each district will name electors who will then select an executive.

James Madison -- Virginia. You are 37 and have served in Congress. Many will call you the "Father of the Constitution." You drew up the Virginia Plan. You believe that the House should be chosen by the people because that would make them more likely to trust it and would also put Congress on the side of the people. It would be a good thing, you think, to list all the powers that the new government should have, but you are not sure it will be possible or practical to do so. You think that the executive should be one person aided by a council, but that the council should not control the executive. There should be no limit on how long the executive can serve, but there must be some method of impeachment in case of some truly evil action. A veto is not necessary, you say, because no executive would dare to use one against the will of the people as expressed by Congress. You believe that the courts and the executive should work together and that this will not destroy their independence if both are chosen by the Senate.

Elbridge Gerry -- Massachusetts. You are a well-to-do merchant, 37 years old and a signer of the Declaration of Independence. You agree with Roger Sherman that the state legislatures should choose members of Congress. If the people picked them, you believe, Congress would be of poor quality. The executive, you think, should be chosen by Congress, but there should be rigid rules so that no underhanded deals can be made. You feel it would be inconvenient and expensive to divide the country into election districts as James Wilson suggests. You say that the executive should be advised and assisted by a council which can be in close touch with the people.

William Paterson -- New Jersey. You are 34 years old. You present the New Jersey Plan under which Congress is to have, in additional to its present powers, the authority to levy tariffs and regulate trade. It will also be able to raise money from the states in proportion to their population. There will be a federal executive, chosen for one term only, to enforce all acts of Congress. A supreme court will try all cases involving federal officials and foreign ambassadors. Other federal cases will be tried in the courts of the states in which they arise. Acts of Congress and treaties will be the supreme law of the land.

Roger Sherman -- Connecticut. You are a self-made man of 60. You started out as a shoemaker and are now a judge. You signed the Declaration of Independence. Coming from a small state, you favor the New Jersey Plan, but you also propose the two-house system that is finally adopted by the convention. You think that the state legislatures are better fitted than the people to choose members of Congress. You don't like having the House elect the Senate because the Senate would then lose its independence. You are unwilling to give the federal government the right to handle all business that the states are unable to take care of. This, you feel, is too loose an arrangement. You want the power of the federal government limited to foreign affairs, foreign trade, and to settling quarrels between states. You favor frequent elections so that bad officials will not be around too long.

Alexander Hamilton -- New York. You are a well-known and clever lawyer of 33. You favor apportioning the votes in Congress according to population, but you oppose both the Virginia and New Jersey plans because they leave too much power in the hands of the states. You would like to see the House chosen by the people. You say that the Senate and executive should serve for life, after being chosen by special electors. The executive, with the consent of the Senate, would make all treaties and appointments (including those of judges). The executive would have an absolute veto.

Worksheet 4B

AGENDA AND RULES

AGENDA

I. Organization of the Legislative Branch

  a. How many houses should the legislature have?
  Alternatives: one, two

  b. How should citizens be represented?
  Alternatives: by state, by population

  c. What should the term of office be?
  Alternatives: one, two, three, four, six, more than six years.

II. Powers of the Legislative Branch

  a. Should the legislature have the power to tax?
  Alternatives: yes, no

  b. What power should the legislature have over the military?
  Alternatives: declare war, raise an army and navy

  c. What power should the legislature have over the slave system?
  Alternatives: regulate slavery, not regulate the slave system

III. Organization of the Executive Branch

  a. How many people should serve as executive at one time?
  Alternatives: one, more than one

  b. How should the executive be elected?
  Alternatives: by the legislature, by the people directly by popular vote, by the people indirectly through electors

  c. What should the term of office be?
  Alternatives: one, two, three, four, six, more than six years

IV. Powers of the Executive Branch

  a. What power should the executive have over the military?
  Alternatives: declare war, serve as commander-in-chief

  b. What power should the executive have to veto legislation?
  Alternatives: power to veto, no power to veto, power to override the legislature

  c. Should the executive have the power to pardon?
  Alternatives: yes, yes but with restrictions, no

V. Organization of the Judicial Branch

a. Who should select Federal judges?
Alternatives: the executive, the legislature, the people

b. Should the judiciary have the power to review executive and legislative acts?
Alternatives: yes, no

c. How long should judges serve?
Alternatives: one, two, three, four, five, six, more than six years

RULES

1. Each delegate has only one vote, even if he is represented by more than one student.

2. For an agenda proposal to be accepted, it must receive a majority of all votes cast.

3. Each delegate may suggest any of the alternatives listed on the agenda or may suggest a new proposal.

4. To introduce proposals or speak for or against them, ask the chair for recognition. The chairperson has the sole right to recognize delegates.

5. To have a vote taken on a proposal under discussion, make a motion to end debate. If the majority of the delegates agree, then the vote may be taken.

6. Whenever a majority vote can't be reached, the chairperson should call a five-minute recess to allow delegates to discuss possible compromises informally.

Worksheet 4C

CONSTITUTIONAL ISSUES RESOLVED

Below is a list of actual compromises reached at the Constitutional Convention. Study these compromises. In Column A indicate whether delegates to the actual Constitutional Convention made the same compromise as your class did. In Column B indicate whether the delgate you roleplayed would have favored or opposed the Constitutional Convention's actual compromise.

Question	Compromise made by the Constitutional Convention	A Was the decision of the class and the Convention the same or different?	B Did the delegate you played favor or oppose the actual compromise?
I. Organization of the Legislative Branch			
a. How many houses should the legislature have?	Two: the Senate and the House of Representatives		
b. How should citizens be represented?	In two ways: in the Senate by two legislators from each state; in the House by population. (This is called the Great Compromise).		
c. What should the term of office be?	Two years in the House; six years in the Senate		
II. Powers of the Legislative Branch			
a. Should the legislature have the power to tax?	Yes		
b. What power should the legislature have over the military?	To declare war, raise an army and navy, call out state militias.		
c. What power should the legislature have over slavery?	No power to regulate slavery for at least 20 years (until 1808)		
III. Organization of the Executive Branch			
a. How many people should serve as executive at one time?	One		
b. How should the executive be elected?	By the people indirectly through electors (This is called the electoral college system)		
c. What should the term of office be?	Four years		

Worksheet 4C, CONSTITUTIONAL ISSUES RESOLVED (continued)

Question	Compromise made by the Constitutional Convention	A Was the decision of the class and the Convention the same or different?	B Did the delegate you played favor or oppose the actual compromise?
IV. Powers of the Executive Branch			
a. What power should the executive have over the military?	To serve as commander-in-chief		
b. What power should the executive have to veto legislation?	To veto acts of Congress (the veto may be overridden, however, by a two-thirds vote in both the Senate and House.)		
c. Should the executive have the power to pardon?	Yes		
V. Organization of the Judicial Branch			
a. Who should select federal judges?	The executive		
b. Should the judiciary have the power to review executive and legislative acts?	Yes		
c. How long should judges serve?	For life, with good conduct		

Worksheet 4D

STATISTICALLY SPEAKING

Examine the pie chart and the table below in order to understand the conflict at the Constitutional Convention over counting slaves for representaton in Congress.

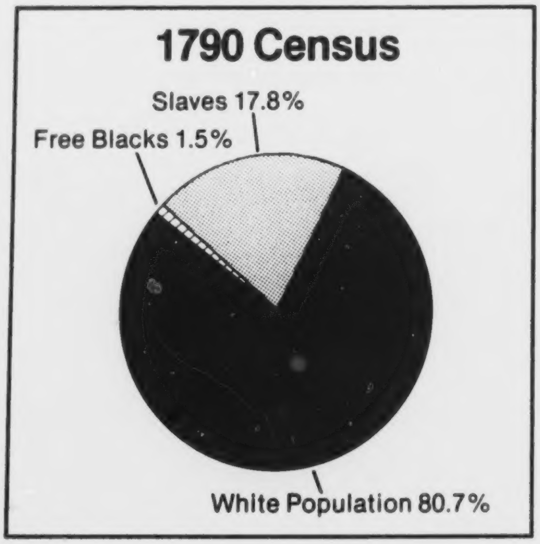
TABLE OF POPULATION

Slave population of the thirteen original states from the 1790 census

KEY: Total Population
Slave Population

Connecticut	237,946	**2,764**
Delaware	59,096	**8,887**
Georgia	82,548	**29,264**
Maryland	319,728	**103,036**
Massachusetts	378,787	**0**
New Hampshire	141,885	**158**
New Jersey	184,139	**11,423**
New York	340,120	**21,324**
North Carolina	393,751	**100,572**
Pennsylvania	434,373	**3,737**
Rhode Island	68,825	**948**
South Carolina	249,073	**107,094**
Virginia	691,737	**292,627**

PIE CHART



We the People (Calabasas, CA: Center for Civic Education, 1988), pp. 54-55. Permission pending.

Refer to the Pie Chart

1. The number of whites in 1790 totaled about _/5 of the population while the combined number of slaves and free blacks totaled _/5 of the population.

2. Of the three groups counted in the 1790 census, the smallest group was that of ____.

Refer to the Table of Population

1. The only state that had freed all of its slaves by 1790 was ____________________________________.

2. Two states that were close to eliminating slavery were ____________________ and ___________________________.

3. Two states that would most likely want to count slaves for representation in Congress were ___________________ and ___________________________.

4. Most states that had large slave populations were located in the ___________________ part of the United States.

5. The large number of slaves in some states and the small number in other states suggest that the issue of counting slaves for representation in Congress would be difficult to resolve because

____

____

____

____.

Worksheet 4E

THE CONSTITUTION AND THE SLAVE SYSTEM

The slave system was one of the most difficult issues discussed at the Constitutional Convention. As a result of the Three-Fifths Compromise, it was decided that five slaves would count as three persons, for purposes of determining representation in the Congress and taxation. But many delegates who opposed the slave system argued, unsuccessfully, that it should be prohibited entirely. Below, read a portion of the debate.

> Mr. Martin (Maryland): Slavery should be prohibited entirely. The Three-fifths compromise will only encourage bringing more slaves into this country. Moreover, not to prohibit slavery in the Constitution goes against the ideas for which we fought in the Revolution.
>
> Mr. Pinckney (South Carolina): Humanity has nothing to do with the question of slavery. The only matter that should concern delegates is what is in the best interest of our Union. If there is no slavery, we of the Southern states shall not be members of the Union. The Northern states for their own interest should not oppose slavery as slavery will increase the quantity of goods which Northern states may trade.
>
> Mr. Ellsworth (Connecticut): Let every state choose whether or not it wishes to allow slavery. Each state should decide for itself as it believes. What helps one section of the Union helps all.
>
> Mr. Pinckney (South Carolina): Having slavery benefits the whole Union. The more slaves, the more products for business; the more products, the more people buy; the more people buy, the more money for the Union. Eliminating slavery would end South Carolina's participation in this Union.
>
> Mr. Sherman (Connecticut): I disapprove of slavery. However, to take any other steps at this time to end slavery would threaten our plan of government. The end of slavery seems to be happening in the United States and the good sense of various states will gradually bring an end to the practice.
>
> Colonel Mason (Virginia): This disgusting slave trade began because of the greed of British merchants. The British government stopped every attempt made by Virginia to end slavery. Unless slavery is ended, it will spread. The western lands are already demanding slaves.

Worksheet 4E, THE CONSTITUTION AND THE SLAVE SYSTEM (continued)

Exercise:

A delegate to the Constitutional Convention who observed the debate on slavery might have come to the following conclusions. Read each conclusion listed below and indicate with a check (✓) whether the conclusion is valid (supported by the facts) or invalid (not supported by the facts).

CONCLUSION	Valid Invalid	Reason
1. The Northern and Southern delegates were already divided on strictly sectional lines regarding the system of slavery in 1787.		
2. The idea of union was important to the delegates.		
3. Many of the delegates were personally opposed to slavery.		
4. The slave system was increasing rapidly in the United States in 1787.		

Worksheet 4F

THE CONSTITUTION AND THE SLAVE TRADE

The delegates to the Constitutional Convention compromised when they agreed that the slave trade could continue until 1808. In exchange, Northern states insisted that Congress control interstate and foreign trade. Moreover, the Constitution included a clause (Article IV) that became the basis for fugitive slave laws, enacted by Congress as early as 1793.

Read the thoughts of Reverend Absalom Jones of Philadelphia on the slave trade and the Fugitive Slave Law (1793) as expressed in his petition to Congress (December 31, 1799) and his sermon of January 1, 1808. Then complete the exercise that follows.

Petition of December 31, 1799

(Petition of Free Blacks)

> . . . We fear this solemn Constitution is violated by a trade carried on in a secret manner to the Coast of Guinea (Africa) and another equally wicked practiced openly by Citizens of some of the Southern States upon the waters of Maryland and Delaware: Men sufficiently callous as to qualify for the brutal purpose are employed in kidnapping those of our Brethren that are free, and purchasing others of such as claim a property in them; thus these poor helpless victims like droves of Cattle are seized, chained, and hurried into places provided for this most horrid traffic, such as dark cellars and garrets. After a sufficient number is obtained, they are forced on board vessels, crowded under hatches, and without the least pity left to condemn the sad separation of the dearest ties in nature, husband from wife, and Parents from children thus crowded together they are transported to Georgia and other places and there inhumanly sold. Can any trade or transaction so detestably shock the feelings of Man, or degrade the dignity of his nature equal to this, and how increasingly is the evil aggravated when practiced in a Land, high in profession of the kind doctrines of our blessed Lord who taught his followers to do unto others as they would have others do unto them! -- Your petitioners desire not to enlarge the volumes that might be filled with the sufferings of this grossly abused class of the human species (700,000 of whom it is said are now in unconditional bondage in these United States).... But, we cannot but address you as Guardians of our Civil rights, and Patrons of equal and National Liberty, hoping you will view the subject in an impartial and unprejudiced Light....
>
> The Law not long since enacted by Congress called the Fugitive Bill, is, in its execution found to be attended with circumstances peculiarly hard and distressing for many of our afflicted Brethren. In order to avoid the barbarities recklessly exercised upon them, or through fear

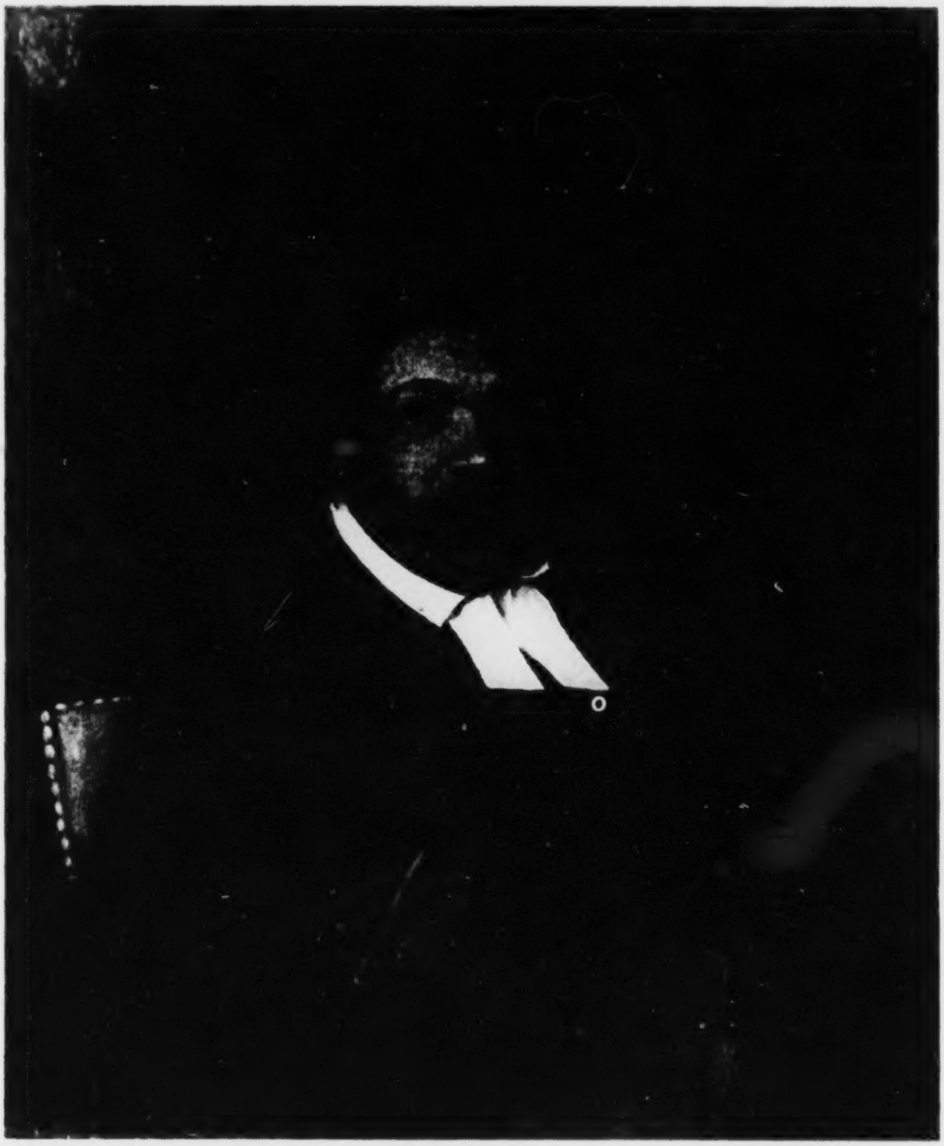
of being carried off by those Men-stealers, they have been forced to seek refuge by flight; they are then hunted by armed Men, and under cover of this law, cruelly treated, shot or brought back in chains to those who have no just claim upon them.

In the Constitution, ...no mention is made of Black people or slaves -- therefore if the Bill of Rights, ...is of any validity, we beseech that as we are men, we may be admitted to share in the Liberties and unalienable Rights therein held forth -- firmly believing that the extending of Justice and equity to all Classes would be a means of drawing down the blessing of Heaven upon this Land, for the Peace and Prosperity of which, and the real happiness of every member of the Community, we fervently pray --

---

Sidney Kaplan and Emma Nogrady Kaplan, The Black Presence in the Era of the American Revolution (Amherst, MA: University of Massachusetts Press, 1989), pp. 275-276. Permission pending.

1808 - Day of Thanksgiving



"Let this day be set apart in every year, as a day of public thanksgiving," for children to remember how the slave trade took their "fathers from their native country, and sold them as bondsmen in the United States of America."

Painting by Raphaelle Peale, Absalom Jones, oil, 1810. Delaware Art Museum. In Kaplan and Kaplan, The Black Presence, p. 10. Permission pending.

BEST COPY AVAILABLE

Worksheet 4F, THE CONSTITUTION AND THE SLAVE TRADE (continued)

Exercise:

Compare and contrast the thoughts of Absalom Jones, a spokesperson for people of color in America, in his words of 1799 and 1808.

THOUGHTS AND FEELINGS EXPRESSED BY ABSALOM JONES	PETITION OF 1799	SERMON OF 1808
On the slave trade and/or the slave system		
On the responsibilities of citizens		
General emotions (happy, angry, hopeful, etc.)		

UNIT FOUR: EXPERIMENTS IN GOVERNMENT

Learning Activity #5

Theme: Struggle for Equality

Focus Question: Did the phrase, "We the People," in the United States Constitution, include all the people?

Background:

The delegates to the Constitutional Convention did not represent the diverse parts of the American population. Women were not represented at all and neither were American Indians, free Blacks, or slaves. Poor people were not represented and the franchise was limited in the state and national constitutions to property holders. Although the franchise in America reached far more people than European nations at that time, in many states suffrage was limited to only white males with property.

The ambivalence of the framers regarding slavery is evident in the absence of the word "slave" from the document. However, by counting five slaves as three free citizens for the purposes of representation and taxation, permitting the slave trade to continue until 1808, and including a fugitive slave clause, the slave system is tacitly recognized.

There was little written at the time of the Constitution regarding the reaction of women to this document. Because women were not explicitly excluded from voting by the United States Constitution, this matter was open to change through state constitutions and the amendment process. In following the British tradition of the time, married women in 1787 were considered "one person" with their husbands; thus property rights and other rights were the domain of men. The state of New Jersey was the only state that gave women suffrage until it too revoked this right in 1807.

Many Americans objected to the ratification of the Constitution because a bill of rights was not included in the original document. The supporters of the Constitution, the Federalists, compromised on this issue and agreed to draft a bill of rights when the first Congress convened.

Major Ideas:

- The Constitution represents the embodiment of the belief in human dignity, liberty, JUSTICE, and equality in theory, but not always in practice.

- The original Constitution failed to include certain ideas that were consistent with our present-day concepts of HUMAN RIGHTS and equality.

Concepts:

- Human Rights
- Justice

Performance Objectives: Students will be able to:

- Assess the degree to which all citizens were given political rights under the original United States Constitution.

- Discuss the reasons why segments of the population did not enjoy the full rights of citizens in 1787.

- Evaluate whether the Constitution of the United States in its original form can be considered a democratic document.

Development:

- Divide the class into groups of four to six students. Distribute Worksheet 5A, "What Should the Jacksons Do?" Explain that each group is to read the worksheet that describes the background of the case and the options of the family. Then have the group cooperatively complete the chart. After students have completed the exercise, have them explain their answers to the following questions:

  - What decision did the Jacksons face?

  - What factors made their choice difficult?

  - Where did your groups decide that the Jacksons should go? Why?

  - To what extent did state constitutions or the United States Constitution affect your choice? Explain.

  - What protections, if any, did the United States Constitution give the Jacksons? Explain.

  - Why was equal protection denied African-American in the original Constitution? Explain.

  - To what extent has the situation changed for African-American families today? Explain.

- Distribute Worksheet 5B, "Women of New York and the Constitution." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

  - What is this timeline about?

  - What does this timeline tell us about women's political rights under the Constitution?

  - Why was equality denied women in the original Constitution? Explain.

  - How did the wording of the original Constitution allow for the gradual inclusion of women's rights?

  - Why would the fight for women's suffrage for several decades be a state issue?

- According to the timeline, why was the Fourteenth Amendment, which extended rights to citizens, a setback for women?

- If you lived in 1872, would you have considered Susan B. Anthony guilty of a crime for voting in the presidential election? Explain.

- Which event is most significant in women's struggle for political equality? Explain.

- To what extent are women today included in the opening phrase of the United States Constitution, "We the People"?

. Distribute Worksheet 5C, "A Request for Religious Freedom." Have students read the worksheet, complete the exercise and explain their answers to the following questions:

- What does this letter tell us about the Pennsylvania Constitution?

- Why is Jonas Phillips writing to the delegates of the Constitutional Convention?

- According to Phillips, why was religious freedom important to Jews and all non-Christians?

- Why does Phillips say that Jews have "bled for liberty which they cannot enjoy"?

- If you had read Phillips's petition, how would you have responded? Why?

- Could the Constitution be considered a democratic document without the guarantees of religious freedom? Explain.

- To what extent are Phillips's arguments of importance to all religious groups in the United States today? Explain.

. Distribute Worksheet 5D, "A Matter of Time." Have students read the worksheet, complete the exercise, then have them explain their answers to the following questions:

- What does this picture show?

- What point is the artist trying to make about the participants at the Constitutional Convention? About the nature of communication at the Convention?

- What groups of Americans were left out at the Constitutional Convention?

- What might have been different if a woman or a twentieth-century person had been present at the convention?

- Do you think that the presence of media such as television would have changed any of the decisions made at the Constitutional Convention? Explain.

- How possible is it for today's leaders to hold a four-month conference behind closed doors?

- What steps still need to be taken to make the Constitution a truly democratic document?

Follow-up Activity:

. Have students suggest changes in the "original" Constitution (without amendments) that might have been made had all citizens been fairly represented at the convention.

Worksheet 5A

WHAT SHOULD THE JACKSONS DO?

Read the following account of the Jackson family situation in 1833 and the choices they had at that time. Using your to knowledge of the Constitution and the information provided, work with your group to complete the recommendation chart.

Setting the Stage - The Family Situation

Upon the death of her holder, Amelia Jackson (age 24) has been freed. Her husband, Marcus, is still a slave on a neighboring plantation. They have one child -- Betty (age 7). (Two other children died in infancy.) The year is 1833. They live about ten miles outside of Richmond, Virginia. They have no debts, and Marcus has managed to save a little money from extra work as a carpenter.

The Jacksons are descended from Africans who were brought to Virginia in 1690. They have many relatives in the Richmond area, most of whom live as slaves on other plantations.

According to Virginia law of 1806, all freed slaves must leave the state within six months to avoid setting an example which would make other slaves envious and perhaps rebellious. Amelia Jackson must decide what she will do. Although Betty is still a slave, Amelia could try to take her daughter with her. Marcus Jackson is willing to try to escape with them; he feels he has a good chance of getting away.

What should they do?

The Family's Choices

Option A - Richmond, Virginia:

Advantages: They would stay in an area which is familiar to them. Only one of them would be breaking the law. Amelia would have to hide in Richmond, visiting her daughter on one plantation and her husband on another. They would be close to their relatives, who mean a lot to them.

Disadvantages: Marcus and Betty would still be slaves. The family would be living in three separate locations. If Amelia were caught, she could be sold into slavery.

Option B - Boston, Massachusetts:

During the Revolution, the state of Massachusetts adopted a new state constitution. It began with the words, "All men are born free and equal, and have certain natural, essential, and unalienable rights; among which may be reckoned the right of enjoying...their...liberties." In a few years after 1780, the slave system withered away in Massachusetts. Some slaves simply left their slaveholders. Some holders assumed that the state constitution required them to regard their former slaves as free.

In the spring of 1781, a court made it official. A man named Quock Walker (or Quark: the translation from the original African language is not exact) ran away from his holder, claiming that his holder's wife, now dead, had promised him his freedom when he reached twenty-one. Walker's holder Nathaniel Jennison, beat him and tried to force him back to work. But Walker was helped by the relatives of his dead mistress to appeal to the Supreme Judicial Court of Massachusetts. A promise made to a slave would not stand up in Court. But the Chief Justice ruled that "the idea of slavery is inconsistent with our [state] Constitution; and there can be no such thing as perpetual servitude of a rational creature, unless his liberty is forfeited by some criminal conduct or given up by personal consent or contract.... Slavery is in my judgement as effectively abolished as it can be."

Advantages: In the years after 1781, the free Black population of Massachusetts grew. If the Jackson family had come to Boston in 1830, they would have found 1,875 other free Blacks there. Free Blacks made up three percent of the total population of the city. In 1831, William Lloyd Garrison began editing the first major anti-slavery newspaper, The Liberator, in Boston. The Jacksons would find that there were groups of people organized into anti-slavery societies to lobby against slavery. They would also find some small businesses owned by Black people. There had been a small school for Black children since 1798, and a very high proportion of Black people in Boston could read and write.

The state constitution had long been understood to outlaw the slave system in Massachusetts.

Disadvantages: The Jacksons would find that most Blacks lived in certain neighborhoods. (These were not formally segregated; some whites lived in them, too. But Black people were concentrated in certain of the poorest areas.) Virtually no Black people owned their own homes. The vast majority of Black people were unskilled laborers and servants, working in marginal jobs. Many public accommodations were segregated. Schools were segregated (until 1855). Marcus's holder might take advantage of the fugitive slave clause.

Option C - New York City:

New York did not outlaw slavery until nineteen years after the Constitution of the state of Massachusetts was framed. In 1799, New York passed a law that allowed for gradual emancipation. It provided that male children born to slaves after July 4, 1799, would be free when they reached the age of twenty-eight and female children, after the age of twenty-five. If the Jacksons came to New York in 1830, they would have found more than 12,000 Black people there, but some of them were still slaves.

Advantages: New York had a much larger Black community than Boston; there were over 10,000 Blacks there in 1820. It would be easier for Marcus to hide among them if his holder tried to track him down. There were more possibilities for employment for Black workers in New York. A significant proportion of free Black men found employment as mariners on ships using the port of New York. Other men and women found work in retailing, as bakers, grocers, peddlers, and carters, as well as in domestic service. There were several institutions established by Black people: two churches, two free Black schools, and an aid society -- the New York African Society for Mutual Relief.

Disadvantages: Because slavery had been abolished more recently and more gradually than in Massachusetts, more white people still thought that slavery was the "natural" position for Blacks. In fact, as late as 1790, New York had been second only to Charleston, South Carolina, in the number of slaves in the city. There was probably more racism and more hostility to Blacks in New York than in Boston. There would be a great deal of segregation -- in churches, in public transportation. There were few good schools which would accept Black children, and schools in New York would not be desegregated when Boston schools were in 1855. Marcus's holder could invoke the fugitive slave clause and search for him in New York.

Option D - Canada:

Upper Canada, including what is now Ontario, was settled heavily by Loyalists who had fled the American Revolution and brought their slaves with them. In 1793, the Canadian Parliament passed a gradual emancipating law that freed all children born to slaves when they reached their twenty-fifth birthday. The law also provided that "No Negro or other person who shall come or be brought into this Province...shall be subject to the condition of a slave or to...involuntary service for life." In 1833, a

Option D - Canada: (continued)

British court ruled that no slavery could exist in any part of the British Empire, thus abolishing the slave system completely in Canada.

Advantages: If the Jacksons were to go to Canada, Betty and Marcus would be legally free. Marcus Jackson could fight in the militia. They would find sizable communities of runaway slaves and former slaves who had been freed by Canadian law. Their holders would not be able to pursue them, because the provisions of the fugitive slave clause would not be recognized in a foreign country.

Disadvantages: They would be very far from their relatives, with virtually no chance of seeing them again. Most Black people in Canada lived in small settlements. They were very poor, and there were few economic opportunities.

Bonny M. Cochran and Linda K. Kerber, "Black People and the Constitution," Teaching About the Constitution, National Council for the Social Studies Bulletin No. 80, 1987, pp. 29-32. Permission pending.

Worksheet 5A, WHAT SHOULD THE JACKSONS DO? (continued)

Group Exercise:

After discussing the options of the Jacksons, list from best to worst the choices that you would advise the Jacksons to make. Include the reasons for your ranking.

GROUP CHART - RECOMMENDATIONS

RANK	REASONS
BEST CHOICE:	
SECOND CHOICE:	
THIRD CHOICE:	
WORST CHOICE:	

I agree with my group's choices and can explain the reasons for our choices:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Worksheet 5B

WOMEN OF NEW YORK AND THE CONSTITUTION

Examine the chronology of important dates for New York State women in terms of the United States Constitution. Then complete the exercises that follow:

Important Dates For New York State Women In Constitutional History

1789: U.S. Constitution ratified. The terms "persons," "people," and "electors" are used, allowing the interpretation to include men and women.

1848: Delegates at the Seneca Falls women's rights convention sign a Declaration of Sentiments calling for an end of discrimination against women. At the convention, Frederick Douglass played a leading role. He was the only man to speak on behalf of women's rights.

1866: Thirteenth Amendment to the Constitution is ratified, abolishing slavery in the United States. Women's suffragists gathered nearly 400,000 signatures in support of the amendment.

1867: American Equal Rights Association, founded by Susan B. Anthony, Elizabeth Cady Stanton, and Frederick Douglass, meet in New York City. At this conference, the tension between universal male suffrage and women's suffrage becomes clear.

1868: Fourteenth Amendment to the Constitution is ratified. This is the first time "male" is expressly used to describe "citizens" in the Constitution. Many suffragists oppose the amendment because of this terminology.

1870: Fifteenth Amendment to the Constitution is ratified, prohibiting "denial or abridgement of rights on the basis or race, color, or condition of previous servitude." Many women's suffragists oppose the amendment because supporters refuse to include the term "sex" in the wording.

1872: Susan B. Anthony is arrested, tried, and found guilty in Rochester for voting illegally in the presidential elections.

1878: A women's suffrage amendment, authored by Anthony, is introduced into the Senate, but fails to pass.

1894: Petitions with 600,000 signatures are presented in an effort to convince a New York State Constitutional Convention to submit a women's suffrage amendment to the voters. The campaign fails.

1910: The first suffrage parade in New York City is held.

1915: Forty thousand march in New York suffrage parade, the largest parade of any kind ever held in New York at that time. The question of women's suffrage is put before (male) voters of New York State and fails to pass.

Worksheet 5B, WOMEN OF NEW YORK AND THE CONSTITUTION (continued)

1917: More than 200 militant suffragists are arrested in Washington, D.C., in a demonstration in support of the women's suffrage amendment to the Constitution. Other women set up a silent vigil at the White House gates which lasts for 18 months.

1917: New York State approves women's suffrage.

1920: Nineteenth Amendment to the Constitution is ratified, the same amendment introduced in 1878: "The rights of citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of sex."

1923: National Woman's Party proposes a Constitutional amendment: "Men and women shall have equal rights throughout the United States and in every place subject to its jurisdiction. Congress shall have the power to enforce this article by appropriate legislation." The amendment fails to pass in Congress.

1972: Congress passes the Equal Rights Amendment and sends it to the states for ratification. It reads: "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex."

1982: The ERA fails because only 35 of the required 38 states have ratified it by the end of the extended time limit.

1987: The Equal Rights Amendment is reintroduced in both houses of Congress.

Voice, BOCES publication, Special Issue, Fall 1989, p. 7. Permission pending.

Exercise:

List four events, laws, or actions from the chronology that you consider to be of the greatest importance to women in terms of their struggle for equality.

CHOICES	REASONS FOR CHOICE
A. ______________________	______________________
	______________________
	______________________
B. ______________________	______________________
	______________________
	______________________
C. ______________________	______________________
	______________________
	______________________
D. ______________________	______________________
	______________________
	______________________

Exercise:

Timeline: New York Women's Struggle for Equality

____

1750 1800 1850 1900 1950 2000

Place your choices from the previous exercise on this timeline, using the letters A, B, C, and D.

What legislation or action that furthers women's rights would you like to see on this timeline before the year 2000?

____

____

____

____

Worksheet 5C

A REQUEST FOR RELIGIOUS FREEDOM

Jonas Phillips wrote this letter to the Constitutional Convention to express his personal concerns about religious freedom. Read the letter and complete the exercise that follows.

Sires: I respectfully address myself to those in whom there is wisdom, understanding, and knowledge.

I being one of the people called Jews, of the city of Philadelphia do behold with concern that among the laws in the Constitution of Pennsylvania, there is a clause, Section 10, which says: "I do believe in one God, the Creator and governor of the Universe and Rewarder of the good and punisher of the wicked; and I do acknowledge the Scriptures of the Old and New Testament to be given by divine inspiration." To swear and believe that the New Testament was given by divine inspiration is absolutely against the religious principles of a Jew and is against his conscience to take any such oath. By the above law a Jew is deprived of holding any public office. The law is also contradictory to the bill of rights of Pennsylvania, Section 2: "That all men have a natural and unalienable right to worship almighty God according to the wishes of their own conscience and understanding; that no man ought or of right can be compelled to attend any religious worship, or support any place of worship or maintain any minister contrary to or against his own free will and consent."

It is well known among all the citizens of the 13 United States that the Jews have been true and faithful citizens. And during the late contest [the Revolution] with England, they have been foremost in aiding and assisting the states with their lives and fortunes. They have supported the cause, have bravely fought and bled for liberty which they cannot enjoy.

Therefore, if the honorable Convention shall in their wisdom think fit, and change the said oath and leave out the words, "I do acknowledge the scripture of the New Testament to be given by divine inspiration," then the Jews will think themselves happy to live under a government where all religious societies are on an equal footing. I ask this favor for myself, my children and future generations, and for the benefit of all Jews throughout the 13 United States of America.

Your most devoted obedient servant,

Jonas Phillips

Adapted from: Herbert Friedenwald, ed., "A letter of Jonas Phillips to the Federal Convention," American Jewish Historical Society Publications, Vol. II (New York 1894), as found in Heritage of Freedom, Vol. 1, (New York: Scribners, 1986), pp. 49-50. Reprinted by permission of Glencoe Division, Macmillan/McGraw-Hill.

Exercise:

Read each statement. Then indicate with a check (✓) whether you think Jonas Phillips would agree or disagree with the statement. Give reasons for your answer.

STATEMENT	AGREE	DISAGREE	REASON
1. The framers of the Constitution should include the principles of religious freedom in the written document.			
2. All Americans who supported the Patriots should be able to participate fully in the new nation.			
3. A state that chooses to have a mandatory religion for all of its citizens should be allowed to do so.			
4. If a citizen refuses to swear on a Bible because of his religious principles, he or she should not be punished.			

Exercise:

Although the proceedings of the Constitutional Convention were kept secret, pretend that Phillips's petition "leaked" out. Write a letter to Phillips expressing your reaction to his petition.

1787

Dear Mr. Phillips,

I have just read your petition to the delegates of the Constitutional Convention. It is my opinion that ____________

____

____

____

____

I feel this way because ____________________________

____

____

____

____

In addition, when thinking of future generations of Americans, we must consider that ____________________

____

____

____

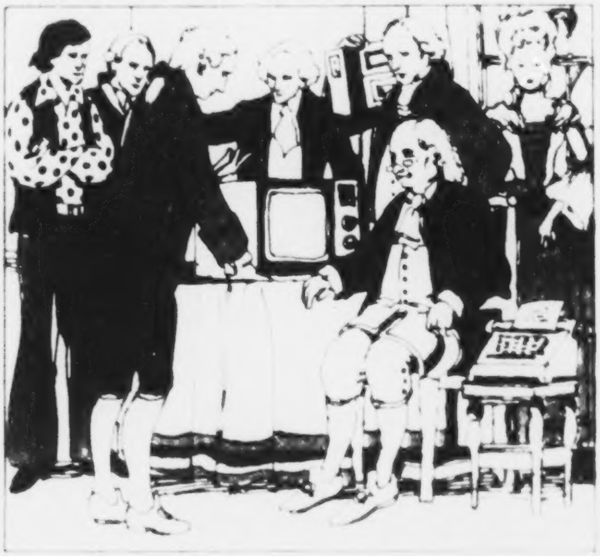
____

Sincerely,

Worksheet 5D

A MATTER OF TIME

Study this picture of the Constitutional Convention, The artist has made some errors in judging the time in history when the Convention took place. List five things that do not belong in the picture. Then indicate how each, if present in 1787, might have influenced the Constitutional Convention.



Drawing by David Wenzel from "Learning Basic Skills with the United States Constitution," Weekly Reader, 1987, p. 15. Permission pending.

THINGS THAT DO NOT BELONG	HOW EACH MIGHT HAVE CHANGED HISTORY
1.	
2.	
3.	
4.	
5.	

UNIT FOUR: EXPERIMENTS IN GOVERNMENT

Learning Activity #6

Theme: Contributions

Focus Question: Did the underlying principles of the Constitution (federalism and separation of powers) provide an effective check against tyranny?

Background:

Most of the Constitution declares what the state governments and the branches of the national government can and cannot do. These rules are based on three principles which underly the document: federalism, separation of powers, and checks and balances.

Mindful of their experiences under British rule, the writers of the Constitution were motivated by their fear of a strong central government to create the federal system. Under the federal system, the Constitution allocated more power to the central government than under the Articles of Confederation, but many powers were reserved for the states. In the years since the Constitution was ratified, the role of the federal government has grown (by means of the elastic clause, Article I, Section 8) in response to changing needs. Debate over the proper balance between federal and state powers continues in areas such as states' rights.

Under our Constitution, power is not only divided between the state and federal governments; it is also divided within the federal government. The central government consists of three branches: the executive, the legislative, and the judiciary. To prevent any one branch from usurping power, the writers of the Constitution built in a system of checks and balances. James Madison, arguing in The Federalist for ratification of the Constitution, defended this system to his contemporaries. Debate over the relative powers of the three branches continues today.

Major Ideas:

- The United States Constitution was an advanced revolutionary plan of government in its time and remains so today.
- The United States Constitution states the purpose, functions, and limitations of the federal government.

Concepts:

- Interdependence
- Political System
- Power

Performance Objectives: Students will be able to:

- Describe the federal system and the system of separation of powers and checks and balances in the United States Constitution.
- Analyze the nature of the relationship between the federal and state governments.
- Explain how various government actions illustrate the system of checks and balances.
- Evaluate how well the principles of federalism and separation of powers provide a safeguard against tyranny.

Development:

- Distribute Worksheet 6A, "The Federal System." Have students complete the exercise on the worksheet and explain their answers to the following questions:
  - How did the framers of our Constitution deal with the issue of central and state government powers?
  - In what ways are the powers given to the state governments different from those given to the federal, or central, government?
  - Why is only the federal government given the power to declare war? To coin money? To establish a post office? Explain.
  - What powers are shared by the states and the federal government? Why are these powers shared? Explain.
  - Why do you think the framers of our Constitution divided power in this way between the central government and state governments?
  - Do you think the balance of powers is fair to the states and to the federal government? Explain.
  - The Constitution was written 200 years ago. Would you change the balance of power today? Explain.
- Distribute Worksheet 6B, "The Impact of Federalism." Have students complete the exercise. Then have them explain why they assigned responsibility for each task to the federal or to the state government.

  Answers:

  1. Issuing a license plate? State
  2. Taxing the purchase of gasoline? Federal/State
  3. Providing army uniform? Federal
  4. Electing a governor? State
  5. Electing a Congressional Representative? Federal

6. Paying for police officer's car? State

7. Installing public mail boxes? Federal

8. Issuing $10.00 bills? Federal

9. Funding construction of Interstate 295? Federal

10. Making traffic laws? State

. Distribute Worksheet 6C, "The Federal System in Action." Have students complete the exercise, then have them explain their answers.

. Distribute Worksheet 6D, "Separation of Powers/Checks and Balances." Have students complete the exercise and explain their answers to the following questions:

- What does this chart tell us about the system of separation of powers and checks and balances?

- How did the framers of our Constitution separate powers in our central government?

- Why is this system called a system of checks and balances?

- Why did the framers of our Constitution include checks of one branch of government on the others? Explain.

- Which branch of government seems to have the most power under this system? Explain.

- Some people say that the system of checks and balances slows down the process of government unnecessarily. Do you agree? Explain.

- In recent years, many political scientists have expressed the belief that the balance of power has shifted to the executive branch. How would you explain this shift? Do you think that the president should be given more or less power in the future? Explain.

- If you were called to a new constitutional convention, would you change the present system of checks and balances? Explain.

. Distribute Worksheet 6E, "Interview with James Madison." Have volunteers roleplay the dialogue. Then have students explain their answers to the following questions:

- Why did Madison fear putting executive, legislative, and judicial powers in the hands of one person?

- Why did Madison feel that even if a group were to hold all three powers there would still be danger? Do you agree? Explain.

- Does Madison feel people can be trusted with a lot of power? Do you agree? Explain.

- What does Madison mean by the phrase "ambition to counteract ambition"? How does the system of checks and balances accomplish this?

- Would you say Madison has an optimistic or pessimistic view of human nature? Explain.

- Madison wrote the statements adapted here in 1787. Do you think his fears about consolidation of power are valid today? Explain.

. After the discussion, have students complete the final part of the dialogue. Discuss their responses.

Follow-up Activities:

. Have students clip out articles from the newspaper that highlight separation of powers/checks and balances. These articles can be used as the basis for a bulletin board display.

. Classes can participate in roleplay activities related to the U.S. Constitution at:

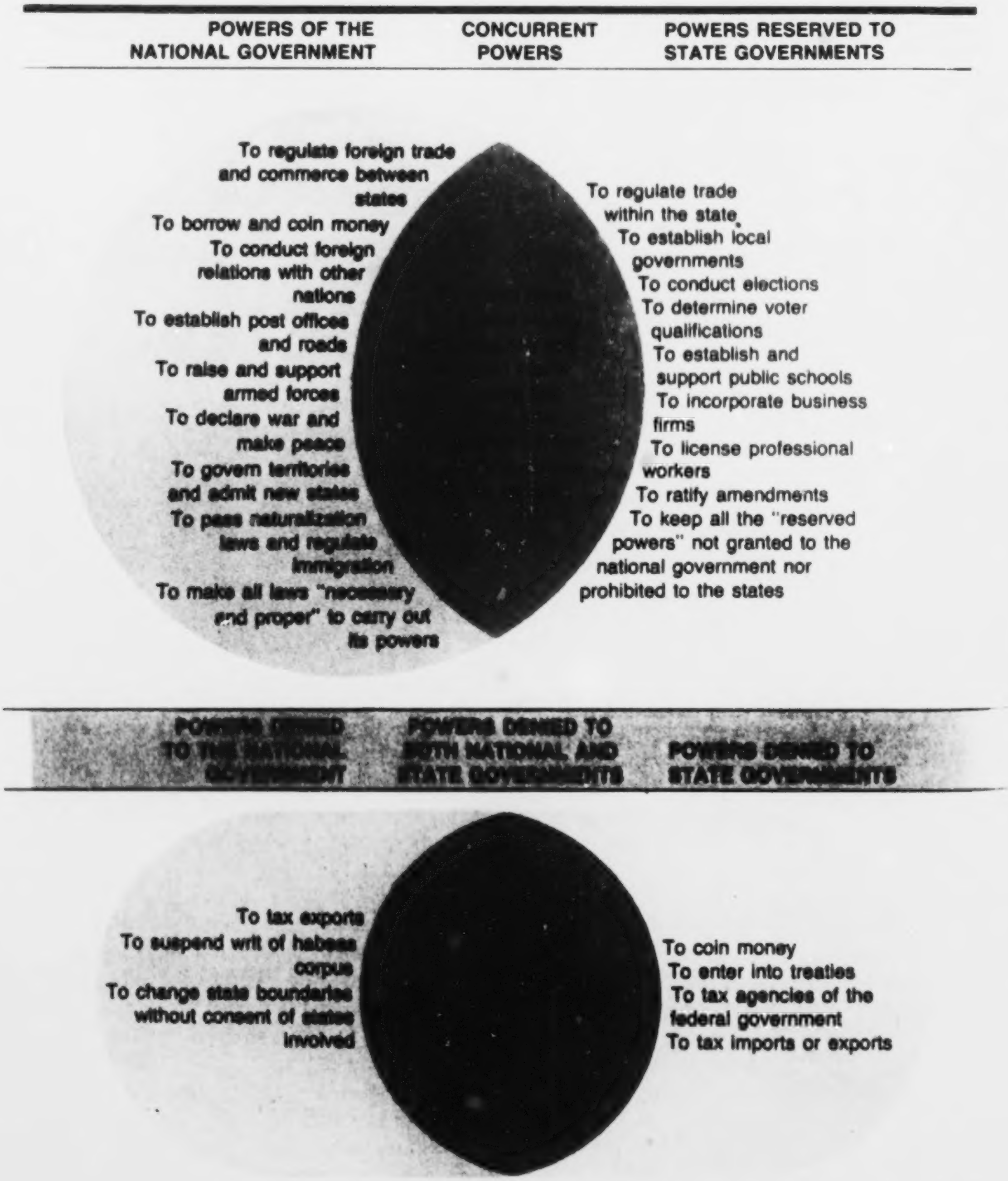
The Constitution Works at Federal Hall
26 Wall Street
New York, NY 10005
(212) 785-1989

. Students might debate the argument that the federal government today has become too powerful.

Worksheet 6A

THE FEDERAL SYSTEM

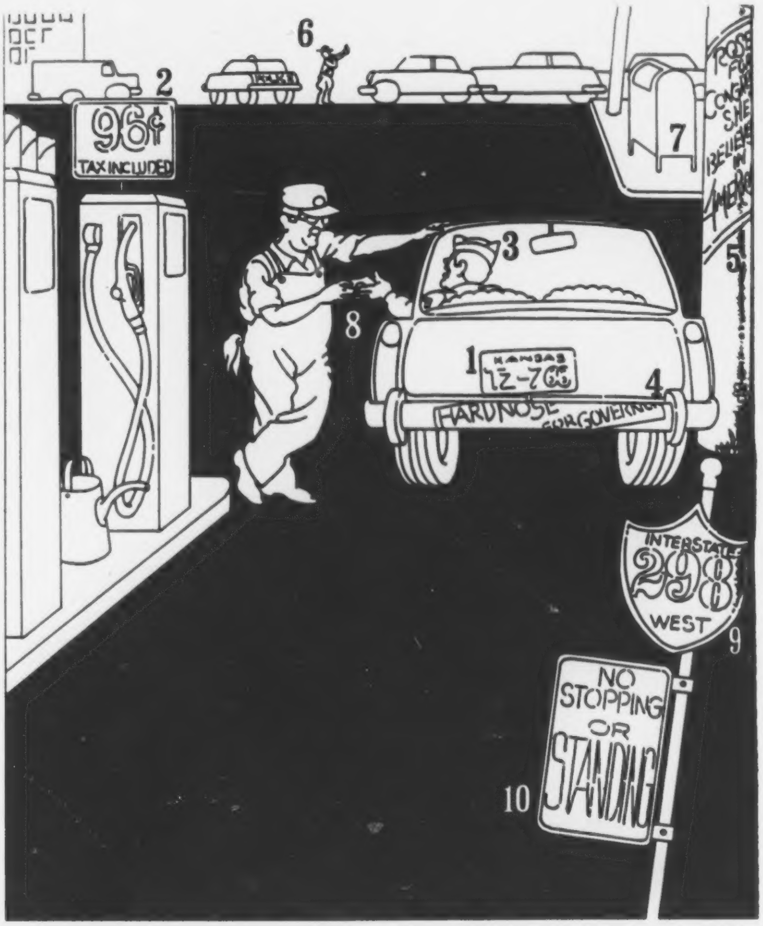
The framers of the United States Constitution, wishing to give the central government the authority it needed but also anxious to protect each state's rights, established the federal system illustrated below:


POWERS OF THE NATIONAL GOVERNMENT
CONCURRENT POWERS
POWERS RESERVED TO STATE GOVERNMENTS
To regulate foreign trade and commerce between states
To borrow and coin money
To conduct foreign relations with other nations
To establish post offices and roads
To raise and support armed forces
To declare war and make peace
To govern territories and admit new states
To pass naturalization laws and regulate immigration
To make all laws "necessary and proper" to carry out its powers
To regulate trade within the state
To establish local governments
To conduct elections
To determine voter qualifications
To establish and support public schools
To incorporate business firms
To license professional workers
To ratify amendments
To keep all the "reserved powers" not granted to the national government nor prohibited to the states
POWERS DENIED TO THE NATIONAL GOVERNMENT
POWERS DENIED TO BOTH NATIONAL AND STATE GOVERNMENTS
POWERS DENIED TO STATE GOVERNMENTS
To tax exports
To suspend writ of habeas corpus
To change state boundaries without consent of states involved
To coin money
To enter into treaties
To tax agencies of the federal government
To tax imports or exports

Mary Jane Turner, Kenneth Switzer, and Charlotte Redden, American Government: Principles and Practices (Columbus, OH: Merrill Publishing Co., 1987), p.78. Permission pending.

Worksheet 6B

THE IMPACT OF FEDERALISM


6
2
96¢
TAX INCLUDED
7
ROSS
FO
CONGR
SHE
BELIEVE
IN
AMERIC
3
5
8
1
KANSAS
1Z-766
4
HARDNOSE
FOR GOVERN
INTERSTATE
298
WEST
9
NO
STOPPING
OR
STANDING
10

Steven Jantzen et al., Scholastic American Citizenship, 2nd ed. (New York: Scholastic Book Services, 1980), p. 120. Permission pending.

This picture illustrates 10 governmental tasks. Decide whether each task is the responsibility of the federal government or the state government. If the task is a federal responsibility, write the word federal on the appropriate line. If the task belongs to the state, write the word state.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

Worksheet 6C

THE FEDERAL SYSTEM IN ACTION

In the list below are 10 headlines which might have appeared in newspapers. In the space to the left, write federal if a headline mentions a power delegated to the federal government, state if the power is reserved to the states, and concurrent if the power is shared by both state and federal governments.

______________________ War Declared on Germany

______________________ Schools in New York to Teach Computer Literacy

______________________ Tariff Bill Passes

______________________ Divorce Now Easier in New Jersey

______________________ Susan B. Anthony Dollar Issued

______________________ New Courts Set Up

______________________ New Draft Law Goes into Effect

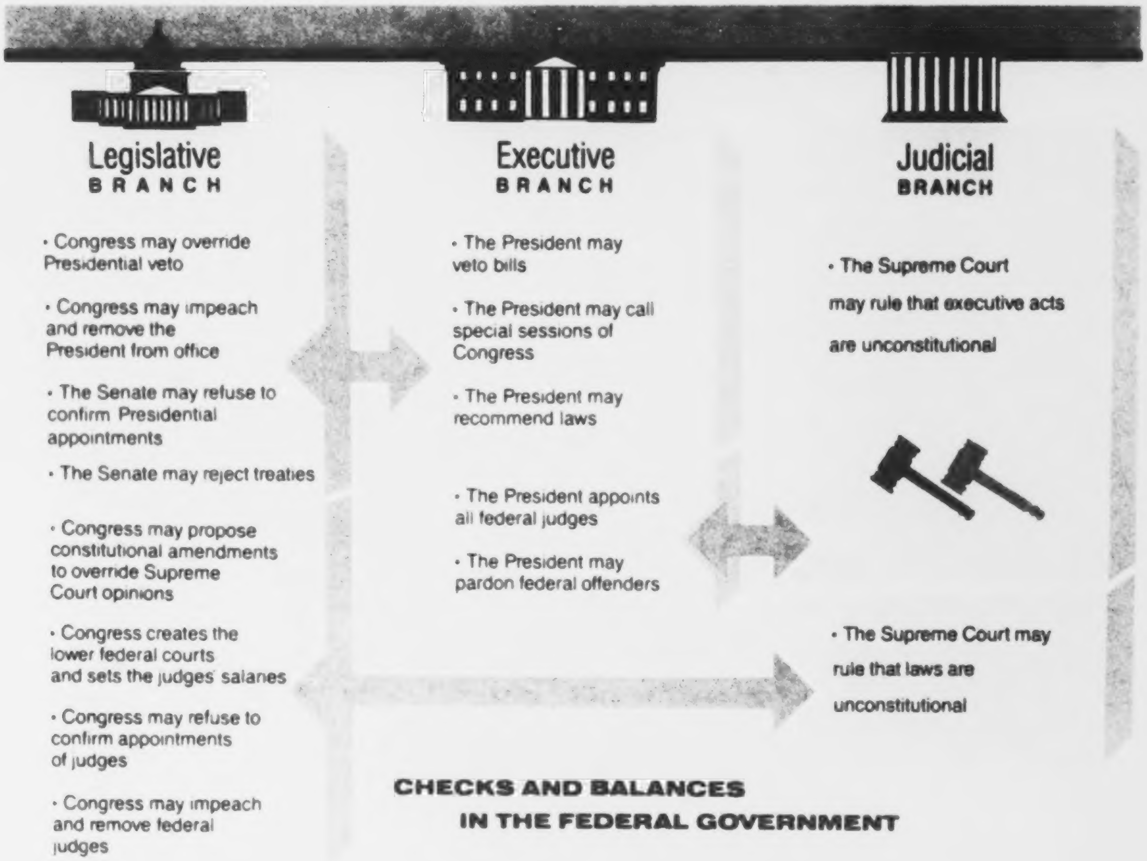
______________________ Smith Wins Election as Governor

______________________ Drivers' Licenses Now More Difficult to Get

Worksheet 6D

SEPARATION OF POWERS/CHECKS AND BALANCES

The chart below illustrates the principles of separation of powers and checks and balances in our Constitution.



Legislative BRANCH

- Congress may override Presidential veto
- Congress may impeach and remove the President from office
- The Senate may refuse to confirm Presidential appointments
- The Senate may reject treaties
- Congress may propose constitutional amendments to override Supreme Court opinions
- Congress creates the lower federal courts and sets the judges' salaries
- Congress may refuse to confirm appointments of judges
- Congress may impeach and remove federal judges

Executive BRANCH

- The President may veto bills
- The President may call special sessions of Congress
- The President may recommend laws
- The President appoints all federal judges
- The President may pardon federal offenders

Judicial BRANCH

- The Supreme Court may rule that executive acts are unconstitutional
- The Supreme Court may rule that laws are unconstitutional

CHECKS AND BALANCES IN THE FEDERAL GOVERNMENT

Daniel A. Ritchie, Margaret Altoff, and Richard Wilson, Heritage of Freedom (New York: Scribner Educational Publishers Macmillan Publishing Company, 1986), p.146. Permission pending.

Worksheet 6D, SEPARATION OF POWERS/CHECKS AND BALANCES (continued)

Exercise:

In List A there are six ways one branch of government may check another. In List B there are 10 headlines which might have appeared in newspapers. Each headline describes an action which checks the power of another branch of government.

In the space to the left of each headline in List B, write the letter from List A which best describes how power is being checked.

List A

a. Executive check on the legislature

b. Legislative check on the judiciary

c. Judicial check on the legislature

d. Executive check on the judiciary

e. Legislative check on the executive

f. Judicial check on the executive

List B

__________ Congress Overrides Bush Veto

__________ Reagan Names Woman to Supreme Court

__________ Nixon Resigns to Avoid Impeachment

__________ Ford Pardons Nixon

__________ President Calls Special Session of Congress

__________ Senate Votes Against Nominee for Supreme Court Justice

__________ Court Declares Congressional Act Unconstitutional

__________ Bush Vetoes Bill

__________ Senate Ratifies Panama Canal Treaty

__________ Court Orders President to Release Documents

Worksheet 6E

INTERVIEW WITH JAMES MADISON

This is an interview about separation of powers and checks and balances that might have taken place with James Madison.

Interviewer: Mr. Madison, in the Constitution for which you deserve much of the credit, you provide for three branches of government. Why?

Madison: We must beware of putting all powers -- legislative, executive and judicial -- into the same hands.

Interviewer: What do you mean?

Madison: The legislature makes laws, the executive enforces the laws, and the judiciary interprets the laws.

Interviewer: I see. But what if a group of people held all these powers, rather than one person?

Madison: I believe there would be just as great a danger of tyranny. Even an elected leader would become a tyrant if there was no one to check the leader's authority.

Interviewer: Why can't we trust our leaders?

Madison: Because people are naturally ambitious. We must use ambition to counteract ambition. If people were angels, no government would be necessary.

Interviewer: And people are certainly not angels!

Madison: That's right. If angels governed people, we would not need these controls. Since people govern other people, we face two problems.

Interviewer: What problems?

Madison: First, we must enable the government to control the governed and second, we must make rules that force the government to control itself!

Interviewer: And these are the rules you call "checks and balances"?

Madison: That's correct.

Interviewer: Can you give me some specific examples of checks and balances?

Madison: Of course.

Adapted from: The Federalist Nos. 47 and 51.

Worksheet 6E, INTERVIEW WITH JAMES MADISON (continued)

Exercise:

Complete the interview with Madison. Include five examples of checks and balances in the Constitution.

Madison: ______________________________

Learning Activity #7

Themes: Contributions, Struggle for Equality

Focus Question: What are the functions of the legislative, executive, and judicial branches of our government?

Background:

The first three Articles of the Constitution describe the functions of the three branches of the national government: the legislative, the executive, and the judiciary.

The legislative process in Congress reveals many important features of American democracy. A study of the difficult path that a bill must take to become law (which includes both the written and "unwritten" procedures) illustrates the crucial nature of committees, the role of pressure groups and witnesses in hearings, the power of committee chairpersons, the role of debate, the factors which influence the way a member of Congress votes, and the role of the president in influencing the passage of legislation.

The presidency is a multifaceted institution that has grown in complexity since the days of George Washington. The modern president is not only the chief executive, but also commander-in-chief of the armed forces, chief diplomat, chief legislator, director of economic policy, and unofficial head of a political party.

The Supreme Court of the United States is the highest court in a complex judicial system which consists of Federal, state and local courts. Courts at each level have their own jurisdictions. State and Federal courts interact when a case initiated at the state level is appealed to a Federal court. The Supreme Court has original jurisdiction in a limited number of situations, which are defined by the Constitution. Most of the cases that come before the Court are on appeal from lower courts, and many involve constitutional issues.

While the highest positions in our national government -- the presidency, positions on the Supreme Court and in Congress -- have long been filled mostly by white Anglo-Saxon males, significant changes have occurred over the last 20 years. Women and African-Americans in particular have begun to make some progress toward achieving positions of power.

Major Ideas:

- The United States Constitution states the purposes, functions, and limitations of the federal government.

- The Constitution represents the embodiment of the belief in human dignity, liberty, JUSTICE, and EQUALITY in theory, but not always in practice.

Concepts:

- Interdependence
- Justice
- Power

Performance Objectives: Students will be able to:

- Describe the various roles of the president.
- Explain how Congress functions to pass a bill into law.
- Explain the function of the judiciary in our Constitutional system.
- Assess the degree to which minorities and women have been represented in the three branches of our federal government.
- Take a position on whether the Constitution gives each of the three branches of our government enough power or too much power.

Development:

- Tell the class that the United States presidency has been described as one of the most difficult jobs in the world. To illustrate this statement for students, distribute Worksheet 7A, "Roles of the President." Have students complete the exercise and explain their answers to the following questions:
  - What does this chart tell us about the job of the president? Explain.
  - Which would you consider the president's most important responsibility? Explain.
  - Are any of the president's roles unnecessary? Explain.
  - Does the president have any roles which are not included in the chart?
  - What qualities and abilities should a person have to be president of the United States?
  - Some people have suggested that the job of president is too overwhelming for one person. Do you agree? Explain.
- Distribute Worksheet 7B, "The Function of Congress." Remind students that the primary function of Congress is to pass laws.
- To learn the steps through which a bill becomes a law, students will attempt to pass a bill in an in-class simulation of the legislative process. The directions which follow assume students are working with Worksheet 7B, which outlines a bill to require employers to adopt quotas in hiring and promotions. If you or your students would like to substitute a bill on another national, state, or local issue, have students prepare their own bill, using Worksheet 7B as a model. Then prepare a follow-up worksheet modeled after Worksheet 7C, "Reaction Sheet."
- Have students read and discuss the bill on Worksheet 7B.
- Distribute Worksheet 7C, "Reaction Sheet." Tell students to work on completing this worksheet whenever they are not actively involved in the simulation.

- Assign each student to one of the following roles:

Role	Suggested Number of Students
President of the United States	1
Speaker of the House	1
President Pro Tempore of the Senate	1
House Committee Members	6
Other House Members	10
Senate Committee Members	4
Other Senate Members	6
Lobbyists for the bill	2
Lobbyists against the bill	2
Reporters	2

- Select one House member and one Senate member to sponsor the bill when it is introduced. If, during the simulation, the bill goes to the conference committee, select two House members and two Senate members to serve as the conference committee.

- Distribute Worksheet 7D, "Directions for Passing a Bill in Congress." Go over the directions and the chart with students.

- After students complete the simulation, distribute Worksheet 7E, "Steps in Passing a Bill." Have students complete the exercise and share their responses. Then have students explain their answers to the following questions:

  - What was your reaction to participating in the legislative process? Explain.

  - In what ways do people outside Congress try to influence the legislative process? Explain.

  - Why do you think only two percent of bills introduced in Congress finally become laws?

  - Is it too difficult for a bill to become a law? Explain.

  - Should the legislative process be changed? What changes would you suggest?

- Tell students that if the bill they considered were passed into law, the Supreme Court years later might have to exercise its function and rule on that law's constitutionality.

- Distribute Worksheet 7F, "The Supreme Court's Function." Have students complete the exercise and explain their answers to the following questions:

  - What information is given here about the role of the Supreme Court in our system of government?

  - According to the chart, how do cases reach the Supreme Court?

- How might the case of John X. reach the Supreme Court?
- If the Supreme Court did hear the John X. case, what do you think would be its decision? Explain.
- Why is the road to the Supreme Court such a long one?
- Is the road to the Supreme Court too long? Would you change the process through which cases reach the Supreme Court? Explain.

. Distribute Worksheet 7G, "Changing Faces of Government." Have students examine the worksheet, complete the exercise, and explain their answers to the following questions:

- What do these sources tell us about the people who make up the executive, legislative, and judicial branches of our government?
- How would you describe the typical member of Congress?
- How have faces changed on the Supreme Court since 1967?
- To what degree have women and minorities made inroads into the highest positions in our government?
- Do the achievements of Jesse Jackson and Geraldine Ferraro signal hope for the future of women and minorities in government? Explain.
- Will a woman become president in your lifetime? Will an African-American become president? Explain.

Follow-up Activities:

. The class might organize a "school legislature" to pass laws or rules for the school.

. A bulletin board display might be designed using current newspaper and magazine articles or pictures that demonstrate the many roles of the President.

. Students can create a "filmstrip" to explain the functions of the three branches of our federal government to students new to the United States. Pictures can be designed and captions written.

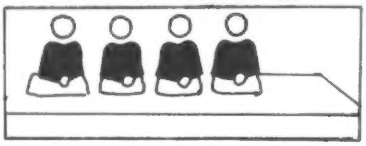
Worksheet 7A

ROLES OF THE PRESIDENT

Examine the chart below. Place a check (✓) in the appropriate box to indicate whether you think the role is necessary or unnecessary.

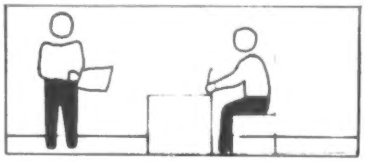
Executive

Enforces laws, treaties, and court decisions.
Issues executive orders in carrying out policies.
Appoints officials; removes officials. Assumes emergency powers.
Presides over the Cabinet.



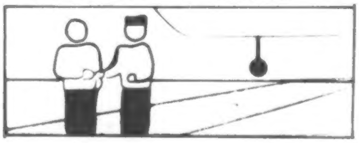
Legislative

Gives annual State of the Union Address
Issues annual budget and economic reports
Signs bills: vetoes bills
Proposes legislation: uses influence to get it passed
Calls special sessions of Congress



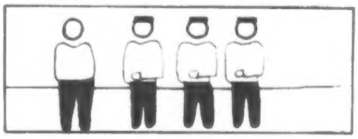
Diplomatic

Appoints ambassadors and other diplomats.
Makes treaties and executive agreements.
Meets with other leaders in international conferences.
Accords diplomatic recognition to other governments.



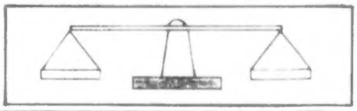
Military

Commander in Chief of armed forces.
Has final decision-making power in matters of national defense and security.
Provides for domestic order.



Judicial

Appoints members of federal judiciary.
Grants reprieves, pardons, amnesty.



Mary J. Turner, Kenneth Switzer, and Charlotte Redden, American Government: Principles and Practices (Columbus, OH: Merill Publishing Co., 1987), p. 438. Permission pending.

Worksheet 7B

THE FUNCTION OF CONGRESS

Many civil rights groups, frustrated by continued discrimination against women, minorities, and the disabled in the workplace, argue that the solution lies in employers' adoption of quotas in hiring and promotion.

To make hiring and promotion quotas a reality, civil rights groups might use their influence to have a bill, similar to the one below, introduced into the House of Representatives.

H.R. 356

IN THE HOUSE OF REPRESENTATIVES

____________________ 19______

Mr./Ms. ____________ introduced the following bill

A BILL

To require employers to adopt
quotas in hiring and promotion.

1. Be it enacted by the Senate and The House of
2. Representatives in Congress assembled that
3. all employers whose workers number at least 50
4. be required to adopt quotas
5. in the hiring and promotion of women, minorities, and the disabled
6. such quotas to be based on the numbers of each group represented in the population of the community.
7. Intentional discrimination in the workplace will result in an award of monetary damages paid by companies to the victim.

Worksheet 7C

REACTION SHEET

1. Why do you think this bill was proposed? ____________________

____

2. What do you think each of the following groups or individuals would think about the bill? Explain your reasons in each case.

National Organization for Women (N.O.W.): ____________________

____

American Civil Liberties Union: ____________________

____

Chief Executive Officer of a major corporation: ____________________

____

A.F.L./C.I.O.: ____________________

____

N.A.A.C.P.: ____________________

____

3. Check the statement that tells what you think about the bill. In the space below, list two or more reasons for your decision. If you have decided to support the bill with changes, be specific about the changes you propose.

__________ support the bill

__________ oppose the bill

__________ support the bill with changes

Reasons: ____________________

____

____

____

4. Which pressure groups or individuals presented the strongest arguments?

____

Explanation: ____________________

____

5. What are your reactions to the lawmaking process? Check the statement that best expresses your opinion. In the space below give reasons for your reaction.

_____ It's an excellent system.

_____ It's the best system possible even though it doesn't work perfectly.

_____ It's a good system, but it requires a number of changes.

_____ It's such a poor system that it should be scrapped and replaced by a completely new system.

Reasons: ____

____

____

Worksheet 7D

DIRECTIONS FOR PASSING A BILL IN CONGRESS

In this activity you will learn how a bill in Congress becomes a law. You will follow basically the same procedures used by the House of Representatives and the Senate.

Directions

1. The House sponsor introduces the bill. (Most bills, except for money bills, can be introduced first in either the House or Senate. We will assume that our bill is being introduced first in the House of Representatives.)

2. The Speaker of the House assigns the bill to the appropriate House committee.

3. The House committee holds hearings on the bill. Lobbyists speak to committee members to promote their points of view. Committee members question the lobbyists who testify before the committee. The members of the committee may decide to:

    a. approve the bill as written,
    b. approve the bill with changes, or
    c. kill the bill (vote against it).

4. If the bill is approved by the committee, it is sent to the full House (all House members including members of the committee). The full House debates whether to approve the bill. The full House may decide to:

    a. approve the bill as written,
    b. approve the bill with changes, or
    c. kill the bill.

5. If the bill is approved by the full House, it is sent to the Senate. In the Senate, the bill is first considered in committee and then by the full Senate. (Follow the procedure outlined in steps 1 to 4 above, substituting the appropriate Senate members.)

FOLLOW STEPS 6 AND 7 ONLY IF THE HOUSE AND SENATE PASS DIFFERENT VERSIONS OF THE BILL.

6. The bill is sent to a House-Senate conference committee. The conference committee may decide to:

    a. approve one of the two versions of the bill, or
    b. approve a compromise version of the bill.

7. The compromise bill is sent back to the full House and Senate for debate. The senators and representatives may decide to:

    a. approve the bill, or
    b. kill the bill.

Worksheet 7D, DIRECTIONS FOR PASSING A BILL IN CONGRESS (continued)

8. The bill is sent to the president. The president may decide to:

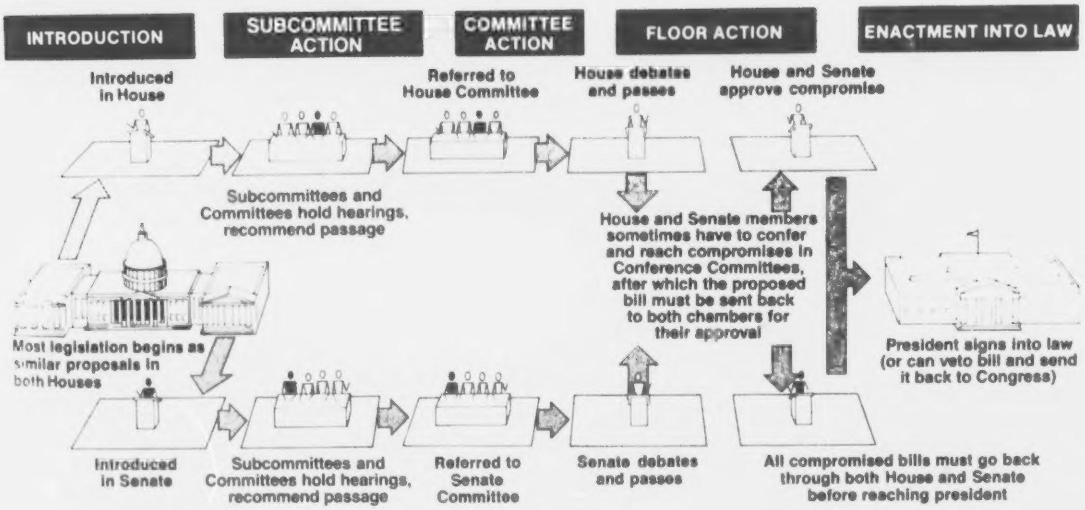
   a. sign the bill, or
   b. veto the bill.

9. If the president vetoes the bill, the House and Senate may override the veto with a two-thirds vote in each house.

How A Bill Becomes A Law

How a Bill Becomes Law

This graphic shows the most typical way in which proposed legislation is enacted into law. There are more complicated, as well as simpler, routes, and most bills fall by the wayside and never become law.


INTRODUCTION
SUBCOMMITTEE ACTION
COMMITTEE ACTION
FLOOR ACTION
ENACTMENT INTO LAW
Introduced in House
Referred to House Committee
House debates and passes
House and Senate approve compromise
Subcommittees and Committees hold hearings, recommend passage
House and Senate members sometimes have to confer and reach compromises in Conference Committees, after which the proposed bill must be sent back to both chambers for their approval
Most legislation begins as similar proposals in both Houses
President signs into law (or can veto bill and send it back to Congress)
Introduced in Senate
Subcommittees and Committees hold hearings, recommend passage
Referred to Senate Committee
Senate debates and passes
All compromised bills must go back through both House and Senate before reaching president

---

James M. Burns, J. W. Peltason, and Thomas E. Cronin, Government by the People (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1987), p. 299. Permission pending.

Worksheet 7E

PASSING A BILL INTO LAW

Exercise: The chart at the end of Worksheet 7D shows the steps a bill must go through to become a law. The process begins at the top of the chart when the bill is introduced in either the House or the Senate.

Assume a bill has been introduced first in the Senate. Use the chart on Worksheet 7D to help you order the steps the bill will go through to become a law.

Number the steps in correct order from 1 to 10.

_____ The bill goes to the president of the United States for signing.

_____ The full Senate debates the bill, which has been approved by a Senate committee.

_____ The Senate and House bills go to a conference committee because of differences in the bills.

_____ The Senate committee sends the bill to a subcommittee for debate.

_____ The full Senate debates the bill, which has been approved by the conference committee.

_____ The bill is sent to a Senate committee for hearings.

_____ The Senate subcommittee sends the bill back to the Senate committee for consideration.

_____ The Senate passes the bill.

_____ The Senate bill is sent to the House for consideration.

_____ The full House passes the bill but in a different version from the bill passed by the Senate.

Worksheet 7F

THE SUPREME COURT'S FUNCTION

Suppose that, as a result of hiring quotas required by federal law, John X, a recent white male college graduate, fails to get a job at Company Y.

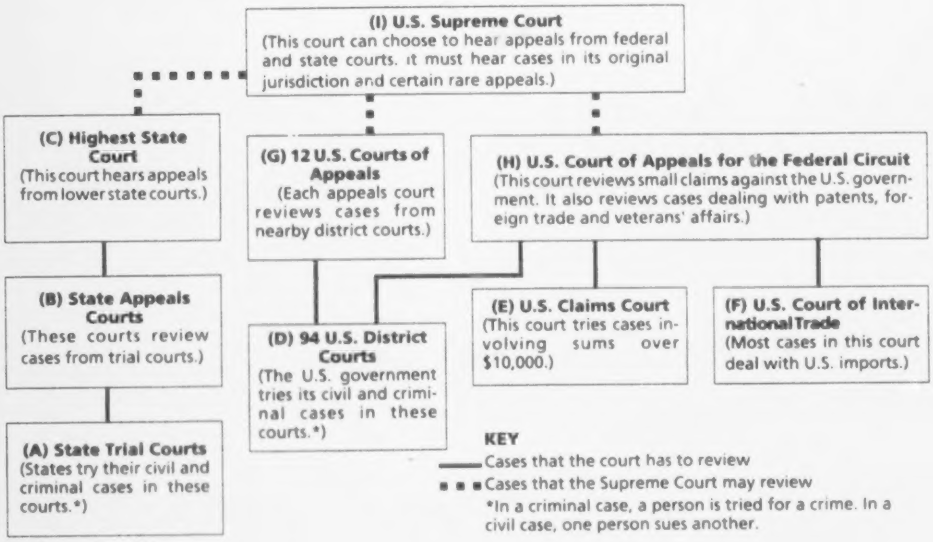
John X. believes that the federal law that requires hiring and promotion quotas in the workplace is, in fact, unconstitutional, that is, not allowed by the Constitution. He specifically cites the Fourteenth Amendment, which guarantees "equal protection under the law."

John X. brings suit in the federal court system. Upon losing the case, he asks a higher court to review his case. (This is called making an appeal.) Eventually, John X's case could reach the U.S. Supreme Court.

* * * * * * * * * *

The flowchart below shows the different paths by which cases reach the Supreme Court. Study the flowchart and the key. Complete the statements on the following page. Circle the letter that makes each statement correct.

How Does a Case Reach the Supreme Court?


(I) U.S. Supreme Court
(This court can choose to hear appeals from federal and state courts. It must hear cases in its original jurisdiction and certain rare appeals.)
(C) Highest State Court
(This court hears appeals from lower state courts.)
(G) 12 U.S. Courts of Appeals
(Each appeals court reviews cases from nearby district courts.)
(H) U.S. Court of Appeals for the Federal Circuit
(This court reviews small claims against the U.S. government. It also reviews cases dealing with patents, foreign trade and veterans' affairs.)
(B) State Appeals Courts
(These courts review cases from trial courts.)
(D) 94 U.S. District Courts
(The U.S. government tries its civil and criminal cases in these courts.*)
(E) U.S. Claims Court
(This court tries cases involving sums over $10,000.)
(F) U.S. Court of International Trade
(Most cases in this court deal with U.S. imports.)
(A) State Trial Courts
(States try their civil and criminal cases in these courts.*)
KEY
Cases that the court has to review
Cases that the Supreme Court may review
*In a criminal case, a person is tried for a crime. In a civil case, one person sues another.

278

BEST COPY AVAILABLE

Worksheet 7F, THE SUPREME COURT'S FUNCTION (continued)

Exercise:

1. The highest court in the United States is C D I
2. There are 12 courts at level C G D
3. States try criminal cases at level C B A
4. The U.S. government tries civil cases at level D H I
5. Courts at B are higher than courts at level C I A
6. Courts at G are equal to courts at level D H I
7. An appeal from B would go to the court at level C D E
8. An appeal arrives at G. It came from level F E D
9. Appeals from D do not go to courts at level F G H
10. A case was appealed to courts at B and C. Next, the case could be appealed to the court at level I F A

Happy 200th Birthday: The U.S. Supreme Court, Skills Handbook (New York: Scholastic, Inc., 1990), p. 6. Permission pending.

Worksheet 7G

THE CHANGING FACES OF GOVERNMENT

Match the following captions to the appropriate source below.

a. Geraldine Ferraro -- first woman to be chosen (1984) as vice-presidential candidate of a major political party.

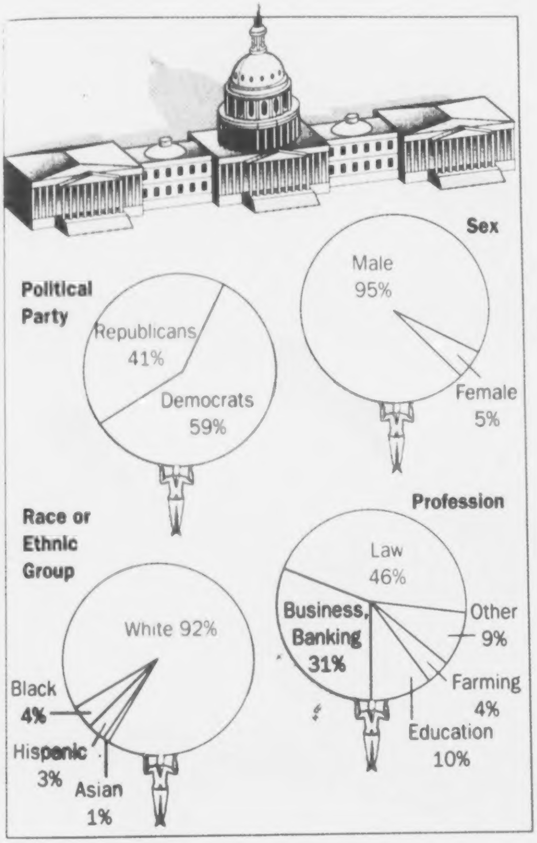
b. Jesse Jackson -- in 1988 presidential race, this African-American candidate gained support among all segments of the population.

c. Appointments to the Supreme Court of Thurgood Marshall (1967), an African-American, and Sandra Day O'Connor (1981), a woman, break tradition.

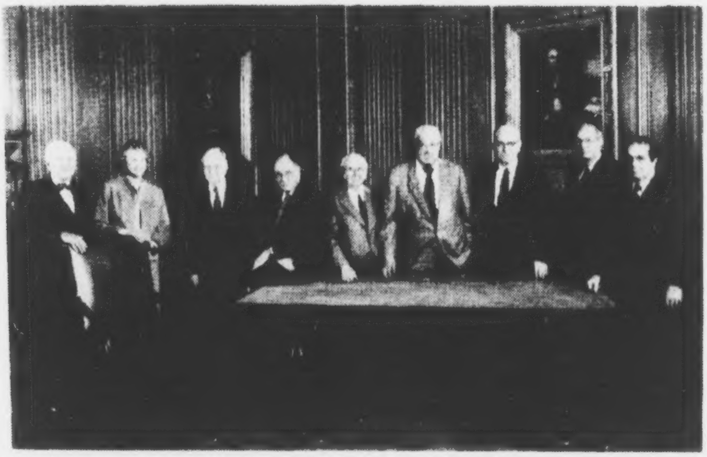
d. Africans-Americans, Latinos, Asians, and women make inroads into the 101st Congress.

19
REGISTER

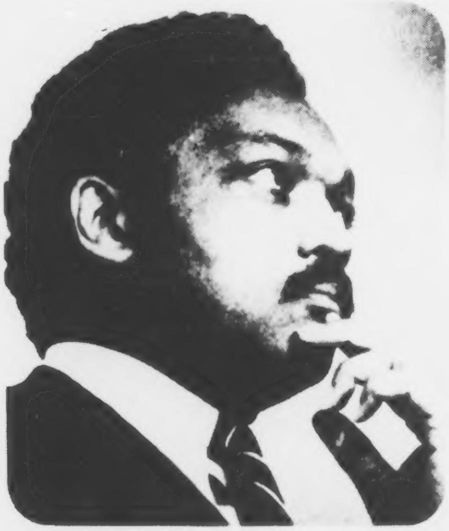
R. Green, L. Becker, and R. Coviello
The American Tradition: A History of the United States (Columbus, OH: Charles E. Merrill, 1986) p. 748. Permission pending.



James E. Davis and Phyllis Maxey Fernlund, Civics: Participating in Our Democracy (New York: Addison-Wesley Publishing Company, 1991) p.193. Permission pending.



Davis and Fernlund, Civics, p. 227.
Permission pending.



Copyright (c) Antonio Dickey. As found in Extraordinary Black Americans (Chicago: Childrens Press, 1989), p. 216.
Permission pending.

UNIT FOUR: EXPERIMENTS IN GOVERNMENT

Learning Activity #8

Theme: Contributions

Focus Question: Was opposition to ratification of the United States Constitution justified?

Background:

On September 17, 1787, the framers of the Constitution held their final meeting and signed the document they had written. But it remained to be seen whether the states would agree to accept the new Constitution. The framers had provided that it would go into effect when ratified by nine of the states. Ratification was to be carried out by conventions called specifically for that purpose.

To get even nine states to ratify the Constitution was a very difficult task. Widespread opposition existed. People were suspicious of any sort of strong central government. Why break away from Great Britain, they asked, only to fall under a new form of tyranny? Popular leaders, such as Patrick Henry of Virginia, George Clinton of New York, and Samuel Adams and John Hancock of Massachusetts, argued that a federal government as powerful as the one provided for in the Constitution would one day suppress the liberties of the people.

The two sides in the struggle over ratification -- the Federalists who favored ratification and their opponents, the Anti-Federalists -- were quite evenly matched. Working in the Federalists' favor, however, was their unity and support for a definite program to meet the challenges facing the new country. The Anti-Federalists, on the other hand, were not as well organized and offered nothing other than continuing the weak Confederation or calling a new constitutional convention.

In New York State, two-thirds of the delegates to the state convention, which took place at Poughkeepsie, were Anti-Federalists. But the speeches of John Jay; the articles penned by Jay, Alexander Hamilton, and James Madison; and the news that a tenth state, Virginia, had already ratified caused enough Anti-Federalists to change sides, and New York became the eleventh state to ratify.

Major Idea:

- The states' ratification of the Constitution by was by no means certain and was difficult to achieve in several cases.

Concepts:

- Choice
- Political System

Performance Objectives: Students will be able to:

- Recognize the challenge that supporters of ratification faced in many states, including New York State.

- Explain the arguments of the Federalists and Anti-Federalists over ratification of the Constitution.

- Take and defend a position on whether New York State should have ratified the Constitution.

Development:

- Distribute Worksheet 8A, "Struggle Over Ratification." Have students examine the map, complete the exercise and explain their answers to the following questions:

  - What information does this map give us?

  - How can you explain the differences of opinion about ratifying the Constitution?

  - If you had been among the groups favoring ratification, in which states should you have spent the most time trying to convince people to support your position? If you had been opposed to ratification, where should you have spent the most time?

  - Based on the map, would you predict that the Constitution would be ratified or rejected?

- Distribute Worksheet 8B, "Debate Over Ratification." Have students read and complete the exercise and explain their answers to the following questions:

  - What do these posters tell us about the debate over ratification of the Constitution?

  - What arguments were offered by those who favored ratification?

  - How did the arguments of the opponents of ratification compare with the arguments of the Constitution's supporters?

  - Why did the opponents of ratification argue that the new government could not be trusted to respect citizens' rights?

  - Why did the Constitution's supporters extol the new government's strength and power?

  - Which side in the debate presented the strongest arguments?

  - If you had been a member of the New York State convention, would you have voted for or against ratification of the Constitution?

- Distribute Worksheet 8C, "The Debate in New York." Have students read the worksheet, then have them and explain their answers to the following questions:
  - What do these statements tell us about the debate over ratification of the Constitution in New York State?
  - How did the arguments of the pro-ratification group compare with the arguments of the Constitution's opponents?
  - Why did Yates and Lansing believe that a strong national government would "unavoidably" destroy citizens' freedoms?
  - Why did Governor Clinton consider the form of government proposed by the Constitution a "dangerous one"?
  - Why did Alexander Hamilton argue that no "constitutional shackles" should be imposed on the nation's government?
  - According to Madison, how would a "well-constructed union" control the problems caused by factions or special interests?
  - Of the positions given here, which is most convincing? Least convincing?
  - If you were a New Yorker at the time of the state convention, would you have supported the pro- or anti-ratification position?
- Tell students that the United States Constitution was finally ratified by the New York State convention at Poughkeepsie by a 30 to 27 vote.
- Distribute Worksheet 8D, "New York State Ratification Picture Album." Have students, working in pairs, examine the pictures and complete the exercise.

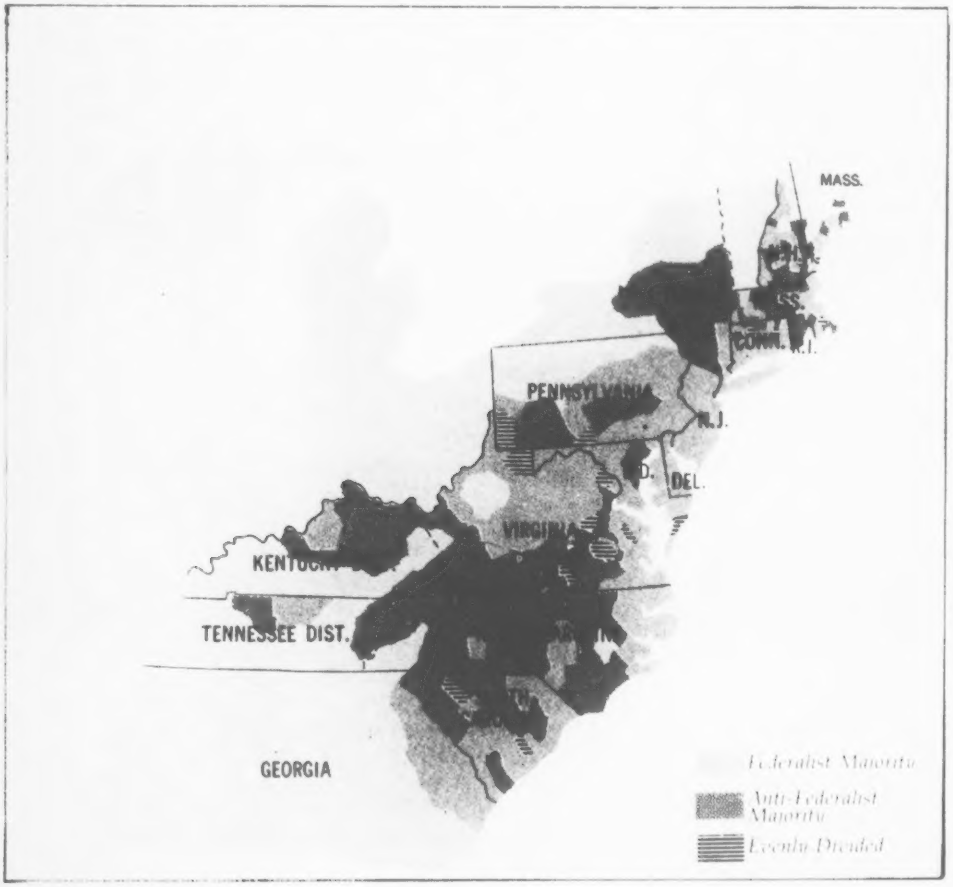
Follow-up Activity:

- Have students prepare scripts for commercials that support or reject ratification of the Constitution. Have students enact their commercials. If possible, videotape their performances.
- Have students design their own posters supporting or rejecting ratification of the U.S. Constitution.

Worksheet 8A

STRUGGLE OVER RATIFICATION

Study the map below, which records opinions in 1787 on ratification of the Constitution. Then answer the questions that follow.


MASS.
MASS.
CONN.
R.I.
PENNSYLVANIA
N.J.
DEL.
VIRGINIA
KENTUCKY
TENNESSEE DIST.
GEORGIA
Federalist Majority
Anti-Federalist Majority
Evenly Divided

Thomas A. Bailey, The American Pageant, 3rd edition (Boston: D.C. Heath and Company, 1966), p. 136. Permission pending.

Exercise:

1. What is the title of this map? ______________________________

2. What do these symbols represent?

■ ______________________________

▨ ______________________________

▒ ______________________________

Exercise (continued):

3. According to this map, a majority of people in New Jersey ________________ the Constitution.

4. More people in North Carolina ____________________the Constitution than ____________________ it.

5. Based on the map, which states seemed likely to ratify the Constitution?

____

6. What does this map tell you about the chances of getting the Constitution ratified in 1787? ____

____

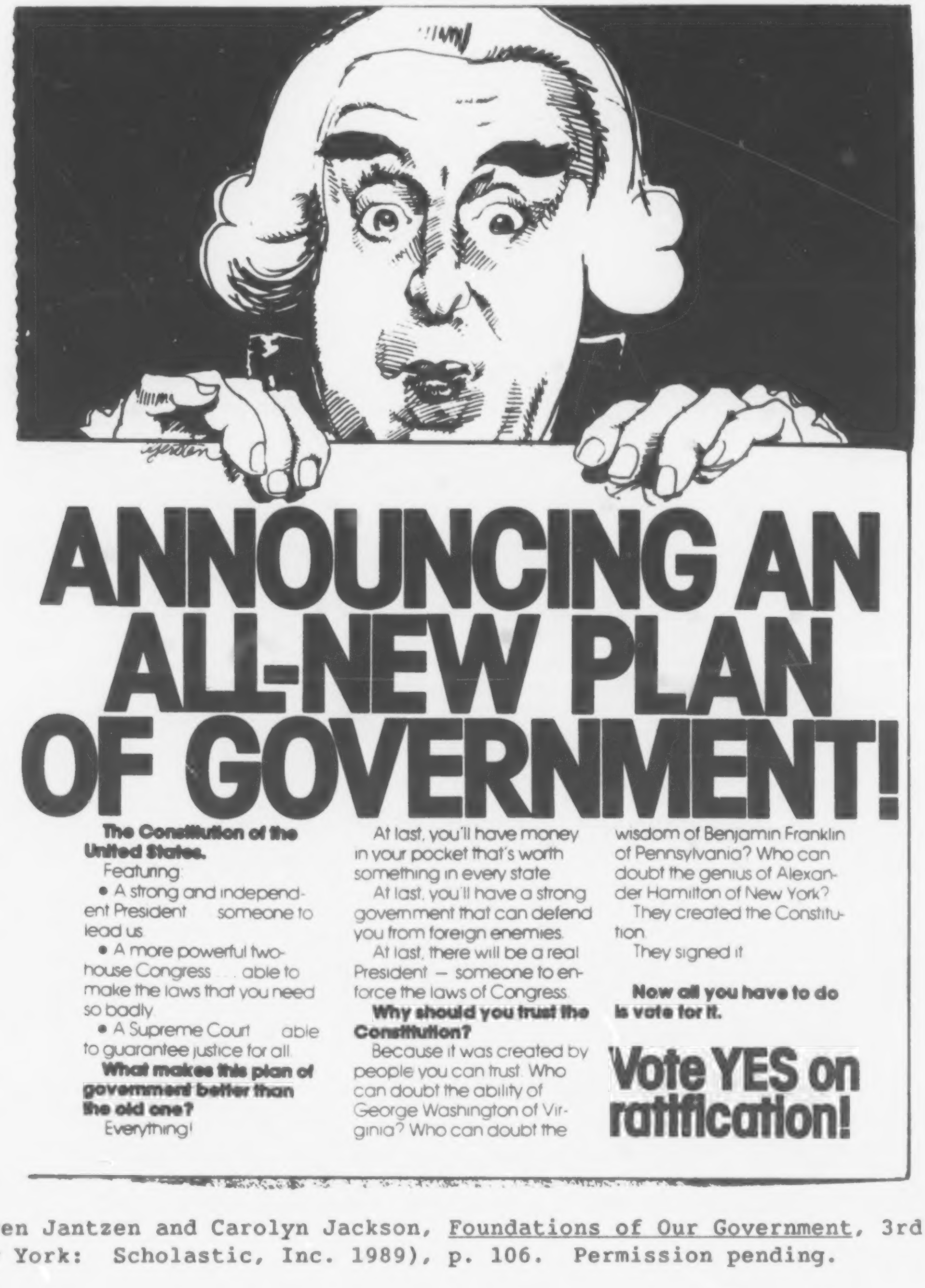
7. Which states seemed likely to oppose the Constitution? ___________________

____

Worksheet 8B

DEBATE OVER RATIFICATION

Read these two posters, which might have been used to win support for and against ratification of the new Constitution in 1787.



ANNOUNCING AN ALL-NEW PLAN OF GOVERNMENT!

The Constitution of the United States.

Featuring:

- A strong and independent President someone to lead us.
- A more powerful two-house Congress . . . able to make the laws that you need so badly.
- A Supreme Court able to guarantee justice for all.

What makes this plan of government better than the old one?

Everything!

At last, you'll have money in your pocket that's worth something in every state.

At last, you'll have a strong government that can defend you from foreign enemies.

At last, there will be a real President — someone to enforce the laws of Congress.

Why should you trust the Constitution?

Because it was created by people you can trust. Who can doubt the ability of George Washington of Virginia? Who can doubt the wisdom of Benjamin Franklin of Pennsylvania? Who can doubt the genius of Alexander Hamilton of New York?

They created the Constitution.

They signed it.

Now all you have to do is vote for it.

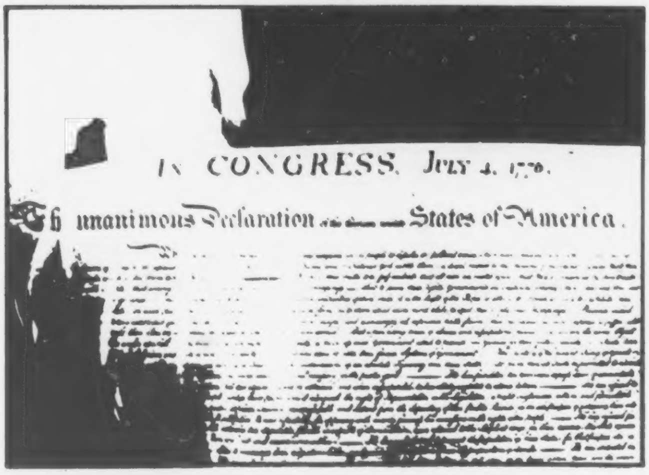
Vote YES on ratification!

Steven Jantzen and Carolyn Jackson, Foundations of Our Government, 3rd ed. (New York: Scholastic, Inc. 1989), p. 106. Permission pending.

BEST COPY AVAILABLE

Worksheet 8B, DEBATE OVER RATIFICATION (continued)

Do you value your freedom?


In CONGRESS. July 4. 1776.
The unanimous Declaration ... States of America.

The Constitution could take it away. Don't let it happen.

They say that the new government will have more power. But just think. Do you want a more powerful government? You have little enough control over your state government. Think how much less control you will have over laws made by a distant national government.

They say that the old government doesn't work. Of course our government has weaknesses. We all know that. But can't we repair it?

They say you should trust this new government to respect your rights. Why should you trust it? This Constitution says nothing about your rights. To protect you against harm, all state constitutions list your rights. Why has this national Constitution failed to list them?

What can you gain from this new government? Very little.

What can you lose? A great deal — including your freedom.

Vote NO on ratification

Jantzen and Jackson, Foundations, p. 107. Permission pending.

Worksheet 8B, DEBATE OVER RATIFICATION (continued)

Exercise:

Use the space provided to write the strongest and weakest arguments used by those who favored and those who opposed ratification of the Constitution. State reasons for your choices.

	STRONGEST ARGUMENT	WEAKEST ARGUMENT	REASONS
FOR RATIFICATION			
AGAINST RATIFICATION			

Worksheet 8C

THE DEBATE IN NEW YORK STATE

The statements below were part of the debate over ratification of the Constitution that occurred in New York State. Read each statement and briefly summarize the arguments presented on the chart below.

> Robert Yates and John Lansing in letters to Governor Clinton:
>
> We believe that a general government, however guarded by declarations of rights, must unavoidably, in a short time, be productive of the destruction of the civil liberty of such citizens who could be effectively coerced by it....
>
> Because a strong government was wanted during the late war, does it follow that we should now be obliged to accept a dangerous one? I ever lamented the weakness of the Confederation, for this reason, among others, that the experience of its weakness would one day drive the people into an adoption of a constitution dangerous to our liberties....

* *

> Alexander Hamilton in The Federalist Papers:
>
> The principal purposes to be answered by union are these: The common defense of the states, the preservation of the public peace, as well against internal rebellions as external attacks, the regulation of trade with other nations, and between states....
>
> The circumstances that endanger the safety of nations are infinite; and for this reason, no constitutional shackles can wisely be imposed on the power to which the care of it is committed.
>
> Federalist Number 23, 1788
>
> James Madison in The Federalist Papers:
>
> Among the many advantages promised by a well-constructed Union, none is more important than its tendency to break and control the violence of factions....
>
> The most common source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society.... The regulation of these various interests forms the principal task of modern government....

Worksheet 8C, THE DEBATE IN NEW YORK STATE (continued)

> ...In a republic (as proposed by the Constitution), the views of these special interests are passed through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of the country.... On the other hand, men of factious tempers, of local prejudices, may betray the interests of the people. The influence of factious leaders may kindle a flame within their particular States, but will be unable to spread a general conflagration through the other States...
>
> Federalist Number 10, 1787.

ARGUMENTS PRESENTED IN THE NEW YORK STATE DEBATE

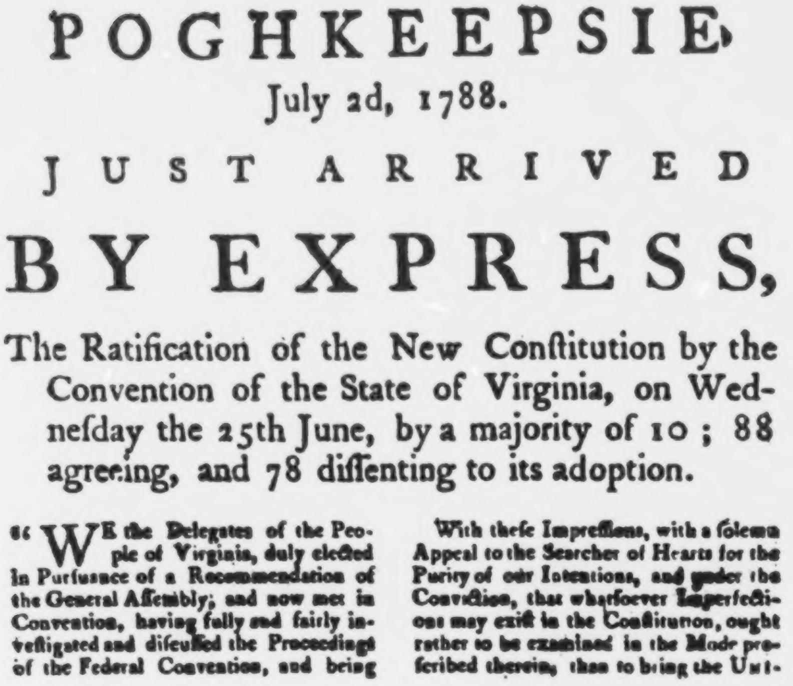
FOR RATIFICATION	AGAINST RATIFACTION
1. ____________________	1. ____________________
____________________	____________________
____________________	____________________
____________________	____________________
2. ____________________	2. ____________________
____________________	____________________
____________________	____________________
____________________	____________________

Worksheet 8D

NEW YORK STATE RATIFICATION
PICTURE ALBUM

The pictures below relate to the struggle that took place in New York State over ratification of the United States Constitution. The captions for the pictures have become detached. Under each picture, write the appropriate caption chosen from the following list:

- Victory parade in New York City honors Alexander Hamilton and the ratification of the Constitution.
- News of Virginia's ratification of the Constitution helps sway delegates at Poughkeepsie convention.
- New York becomes the eleventh "pillar" of the new federal roof.



POGHKEEPSIE,

July 2d, 1788.

JUST ARRIVED

BY EXPRESS,

The Ratification of the New Conſtitution by the Convention of the State of Virginia, on Wedneſday the 25th June, by a majority of 10; 88 agreeing, and 78 diſſenting to its adoption.

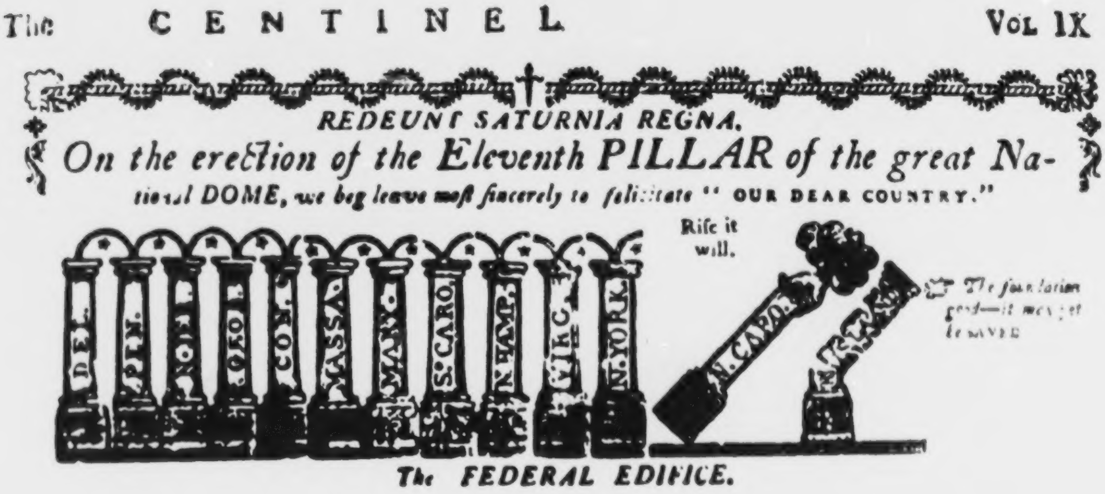
"WE the Delegates of the People of Virginia, duly elected in Purſuance of a Recommendation of the General Aſſembly; and now met in Convention, having fully and fairly inveſtigated and diſcuſſed the Proceedings of the Federal Convention, and being

With theſe Impreſſions, with a ſolemn Appeal to the Searcher of Hearts for the Purity of our Intentions, and under the Conviction, that whatſoever Imperfections may exiſt in the Conſtitution, ought rather to be examined in the Mode preſcribed therein, than to bring the Uni-

Found in Daniel J. Boorstin and Brooks Mather Kelley, A History of the United States, (Needham Heights, MA: Ginn and Company, 1986), p. 112. Permission pending.

BEST COPY AVAILABLE

Worksheet 8D, NEW YORK STATE RATIFICATION PICTURE ALBUM (continued)



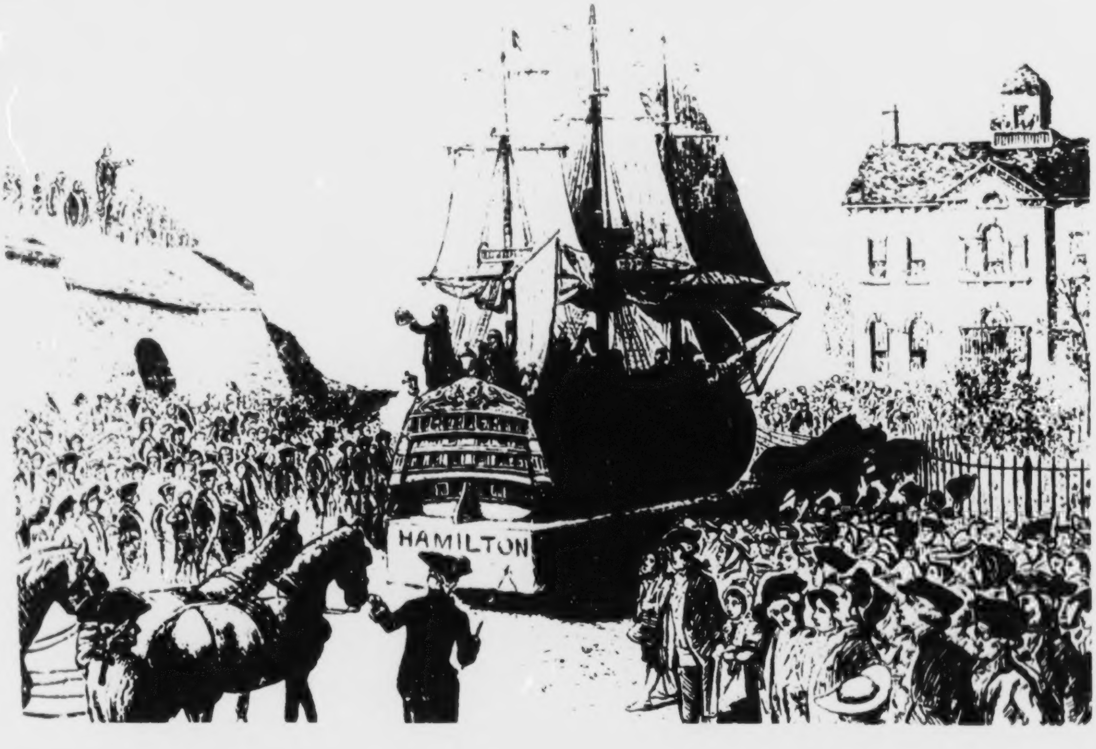
The CENTINEL Vol IX

REDEUNT SATURNIA REGNA.

On the erection of the **Eleventh PILLAR** *of the great National* DOME, *we beg leave moſt ſincerely to felicitate* " OUR DEAR COUNTRY."

DEL.
PEN.
N.JER.
GEORG.
CON.
MASSA.
MARY.
S.CARO.
N.HAMP.
VIRG.
N.YORK.
Riſe it will.
N.CARO.
The foundation good—it may yet be SAVED

The FEDERAL EDIFICE.



David M. Kennedy, Thomas A. Bailey and Mel Piehl, The Brief American Pageant, 2nd ed. (Lexington, MA: D.C. Heath & Co., 1989), pp. 87, 89.

BEST COPY AVAILABLE

Learning Activity #9

Theme: Contributions, Struggle for Equality

Focus Question: Was the Bill of Rights a necessary addition to the United States Constitution?

Background:

One of the principal objections to the Constitution when it was presented for ratification in 1787 was that it contained no section spelling out the rights and liberties of American citizens. Several states were persuaded to ratify only on the promise that such a section would be added. The first ten amendments to the Constitution, ratified in 1791, are known as the Bill of Rights. They were designed to make sure that the new federal government would not abuse its great powers by oppressing the people or the states. The Bill of Rights underscores the basic principle of the Declaration of Independence: that the purpose of government is to protect individual rights.

The rights of the individual stated in the Bill of Rights are not unlimited. The exact meaning of the provisions in the Bill of Rights is left, in general, for the federal judiciary to determine. As new conditions arise, the courts are constantly engaged in bringing the Bill of Rights up to date.

Major Ideas:

- The United States Constitution was an advanced revolutionary plan of government in its time and remains so today.
- The Constitution represents the embodiment of the belief in human dignity, liberty, JUSTICE and equality in theory, but not always in practice.
- The Bill of Rights confirms the concept of limited government.

Concepts:

- Human Rights
- Justice

Performance Objectives: Students will be able to:

- Discuss reasons for the addition of the Bill of Rights to the original Constitution.
- Explain how individual liberties are protected by the Bill of Rights.
- Analyze court decisions for the impact of the Bill of Rights on citizens today.
- Evaluate whether the Bill of Rights was a necessary addition to the United States Constitution.

Development:

. Distribute Worksheet 9A, "Bill of Rights." Have students complete the exercise and explain their answers to the following questions:

  - What rights are guaranteed by the Bill of Rights?

  - Which of the rights do you think are most important? Least important? Explain.

  - What abuses under British rule might explain why some Americans felt strongly that these ten amendments should be added to the Constitution? Explain.

  - If you had been a legislator when the Constitution was being ratified by the states, would you have voted for ratification without the promise to add these ten amendments to the Constitution? Explain.

  - In what ways does the Bill of Rights affect your own life? In what ways might your life be different without the rights guaranteed by these amendments? Explain.

. Distribute Worksheet 9B, "Bill of Rights Debate: 1789." Have students complete the exercise and explain their answers to the following questions:

  - What do these speeches tell us about the debate that occurred in 1789 over the adoption of the Bill of Rights?

  - Why did James Madison believe that Congress needed to act quickly to pass a Bill of Rights to the Constitution?

  - What argument did Representative Vining make against adding a Bill of Rights?

  - If you had been in Congress in 1789, whose side would you have taken -- Madison's or Vining's? Explain.

  - Was it necessary to specifically add a Bill of Rights to the Constitution, or would the rights of citizens be as well or better protected by the laws of Congress? Explain.

. Distribute Worksheet 9C, "Past and Present Perspectives on the Bill of Rights." Have students complete the exercise and explain their answers to the following questions:

  - What do these quotations say about the Bill of Rights?

  - Why did Sojourner Truth feel negatively about the Bill of Rights?

  - What did she mean when she remarked that there was a "little weasel" in the Constitution?

  - How does Rev. Hesburgh's view of the Bill of Rights compare to Sojourner Truth's view?

- Would Sojourner Truth agree or disagree with Rev. Hesburgh today? Explain.

- What does Rev. Hesburgh, in speaking of the Bill of Rights, mean by "the ideal is there, but the reality has always needed enlarging. It still does"? Do you agree? Why or why not?

. Distribute Worksheet 9D, "Supreme Court Interprets Rights." Divide the class into five small groups and assign to each group one of the cases on the worksheet. Have each group assume the role of Supreme Court Justices. Tell students to try to arrive at a decision and state their reasons on the worksheet.

. Have the group report their decisions and then distribute Worksheet 7E, "The Court's Decisions." Have students read the summaries and explain their answers to the following questions:

- What do these cases and the Court's decision tell us about the rights of individuals under the Bill of Rights?

- How are the rights of the individual limited?

- Should there be limits on the rights of individuals?

- Do you agree or disagree with the Supreme Court's rulings in these particular cases? Explain.

Follow-up Activities:

. Celebrate the Bicentennial of the Bill of Rights (1991) with a fair highlighting how the Bill of Rights protects the rights of citizens. Students can create and display posters, write and give reports, research and discuss landmark cases, and address current issues involving the Bill of Rights.

. The class might consider whether amendments should be added to the Constitution today to protect the rights of:

  - people under the age of 21
  - new immigrants
  - gay and lesbian citizens
  - the physically challenged
  - senior citizens
  - others

. The class might prepare a "Bill of Rights" for students in the school.

Worksheet 9A

BILL OF RIGHTS

The Bill of Rights consists of the first ten amendments to the Constitution. These amendments were added to the Constitution in 1791, soon after the Constitution went into effect.

Directions:

Study the Bill of Rights and complete the exercise that follows.

BILL OF RIGHTS

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment 2

A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

Amendment 3

No soldier shall, in time of peace, be quartered in any house, without the consent of the owner; nor in time of war, but in a manner to be prescribed by law.

Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated; and no warrants shall be issued but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the person or things to be seized.

(continued)

Amendment 5

No person shall be held to answer for a capital, or otherwise infamous, crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life and limb; nor shall be compelled, in any criminal case, to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment 7

In suits at common law, where the value in controversy shall exceed $20, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.

Amendment 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Worksheet 9A, BILL OF RIGHTS (continued)

Exercise:

Read the summaries below and match each with the amendment that it describes. Write the number of the appropriate amendment next to the summary.

_____ This amendment prevents the national government from requiring citizens to house and feed military personnel in their homes.

_____ This amendment limits the issuance of search warrants. (1) The warrant must be issued by a judge. (2) There must be a good reason for its use. (3) The officer who asks for a search warrant must take an oath affirming reasons for demanding the warrant. (4) The warrant must describe the place to be searched and the persons or things to be seized.

_____ This is the reserved powers amendment. Powers delegated to the national government are listed in Article 1, Section 8. Powers prohibited to the states are found in Article 1, Section 10. This amendment makes it clear that all other powers -- the reserved powers -- are left to the states or to the people.

_____ This amendment guarantees that all fundamental rights not described specifically in the Constitution must be respected by the national government at all times.

_____ This amendment guarantees that the accused has the rights to (1) a speedy trial, (2) information about the accusation against him or her, (3) confrontation with witnesses against him or her, (4) a process for obtaining favorable witnesses, and (5) counsel for his or her defense.

_____ This amendment prevents Congress from denying states the right to have a militia (or National Guard) of armed citizens. It also protects the right to keep weapons in order to resist a tyrannical government.

_____ This amendment protects five great civil liberties: (1) freedom of religion, (2) freedom of speech, (3) freedom of the press, (4) freedom to assemble, and (5) the right to express complaints to officials of the federal government.

_____ This amendment provides for a jury trial in federal civil cases (trials where one person sues another) in which more than $20 is involved.

_____ This amendment lists certain rights of an accused person. (1) A person accused of a capital crime or any other serious crime must first be accused by a grand jury (a jury of 12 to 23 persons) before being brought to trial. (2) A person cannot be tried twice for the same crime. (3) A person cannot be required to give incriminating testimony in a courtroom or before a grand jury or Congressional committee. (4) A person cannot be deprived of life, liberty, or property without due process of law -- or according to the law of the land. (5) Congress cannot take private property for public use without paying a fair price for it.

_____ This amendment guarantees that persons accused of a crime and awaiting trial may be permitted to leave jail if they or someone else posts bail -- a sum of money serving as a guarantee that the accused will appear for trial. Cruel and unusual punishments, such as torture and beheading, are prohibited.

Adapted from: Lewis Paul Todd and Merle Curti, Rise of the American Nation, Liberty edition (New York: Hartcourt Brace Jovanovich, 1982), pp. 187-189. Permission pending.

Worksheet 9B

BILL OF RIGHTS DEBATE: 1789

Although at first doubtful, James Madison became convinced that a specific listing of individual rights belonged in the Constitution. As a result, he decided to write the Bill of Rights himself. On the day he introduced the first ten amendments to the Constitution, the following speeches were made in the House of Representatives.

Mr. Madison: If we continue to postpone consideration of a Bill of Rights, it may inflame the public mind against the Constitution. They may think that we are not sincere in our desire to include such amendments in the Constitution as will protect those rights which the people consider as not sufficiently guarded...

Mr. Vining: For my part, I do not see the advantage of adding a Bill of Rights to the Constitution. I think the most likely way to quiet the fears of the public mind will be for Congress to pass favorable laws founded on principles of equality and adjusted by wisdom.

Mr. Madison: Although eleven of the thirteen states have to date approved the Constitution, there are a great number of people who are dissatisfied with it. Many of these people are respected for their patriotism and for the jealousy they have for their liberty. They would support the Constitution if only their concerns were satisfied on this one point -- that written guarantees be added to the document. We ought to give them what they want and specifically declare the great rights of mankind secured under this Constitution. It is a desirable thing that a re-union of all thirteen states should take as soon as possible.

Adapted from: Annals of Debate, First Congress, First Session, June 8, 1789.

Worksheet 9B, BILL OF RIGHTS DEBATE: 1789 (continued)

Exercise:

Check (✓) below whether the ideas listed are those of Madison, Vining, or both men.

IDEAS	MADISON	VINING	BOTH
1. Many Americans fear that their liberties are not safe under the Constitution.			
2. The refusal of Congress to add a Bill of Rights to the Constitution will increase people's fears about the new government.			
3. Rather than amend the Constitution, Congress should pass laws guaranteeing people's rights.			
4. Specifically adding a list of the people's rights will unite all 13 states behind the Constitution.			

Worksheet 9C

PAST AND PRESENT PERSPECTIVES ON THE BILL OF RIGHTS

Sojourner Truth, former slave, advocate of women's rights, and abolitionist, is said to have remarked about the Constitution:

> "Now I hear talk about the Constitution and the rights of man. I take hold of this Constitution. It is very long. I look for my rights, but there aren't any there. Then I say 'God, what ails this Constitution?' And you know what He says to me? God says, 'Sojourner, there is a little weasel in it.'"

Victoria Ortiz, Sojourner Truth: A Self-Made Woman (Philadelphia: J.B. Lippincott Co., 1974), pp. 67-68. Reprinted with permission of Harper Collins.

****

In celebration of the 200th anniversary of the Bill of Rights, a full page advertisement appeared in the New York Times on May 8, 1990.

"THE UNFINISHED BUSINESS OF THE BILL OF RIGHTS..."

Reverend Theodore M. Hesburgh, C.S.C.
President Emeritus
University of Notre Dame

We tend to forget that the Bill of Rights was not a reality for many people before the Civil Rights laws of the mid-60's.

A century earlier, President Lincoln signed the Emancipation Proclamation. But slavery didn't really end for another 100 years.

The fact is that the Bill of Rights did not automatically guarantee life, liberty, and the pursuit of happiness for all Americans. We have had to enlarge our freedoms, promote human dignity, and eliminate injustice during all the 200 years of the Bill of Rights.

The ideal is there, but the reality has always needed enlarging. It still does.

Philip Morris Companies Inc., advertisement in The New York Times, May 8, 1990, p. B22. Permission pending.

Exercise:

If Sojourner Truth could talk about the Bill of Rights with Rev. Hesburgh today, what would they say? Write the conversation that you think would occur.

Sojourner Truth: ____________________

____

____

Rev. Hesburgh: ____________________

____

____

Sojourner Truth: ____________________

____

____

Rev. Hesburgh: ____________________

____

____

Worksheet 9D

SUPREME COURT INTERPRETS BILL OF RIGHTS

The rights that individuals have under the Bill of Rights are not always clear cut. Pretend that you are a Supreme Court Justice and the following cases have come before you. Read each summary. Check YES or NO to the question that follows and state your reasons on the lines below.

1. School Prayer. In 1951, New York State's Board of Regents suggested that each school begin the day with the following prayer: "Almighty God, we acknowledge our dependence on Thee and we beg Thy blessings upon us, our parents, our teachers and our country." Any student who did not wish to say the prayer could remain silent.

When New Hyde Park's school board introduced this prayer, Stephen Engel and other parents sued the board's president. They argued that he and the board violated the First Amendment rights of their children. This amendment guarantees that the government will not "establish" a religion. William Vitale, Jr., the board president, pointed out that 49 state constitutions expressed belief in a Supreme Being. The school board, he said, was following such traditions. It was not trying to impose religion on students.

May a state introduce prayer in the classroom?

____ YES ____ NO

Your reasoning:____

____

2. Purse Search. In 1983, a teacher in a New Jersey high school suspected a student of breaking the no-smoking rule. When the student denied she had been smoking, a vice principal searched her purse. Inside was marijuana, a pipe, and other items that confirmed his suspicion.

School officials turned the evidence over to the police, who charged the girl ("T.L.O.") as a delinquent. T.L.O's lawyer asked to have the so-called evidence thrown out of court. He argued that it was taken in violation of the Fourth Amendment, which bans unreasonsable searches and seizures. The judge declared T.L.O. a delinquent and sentenced her to a year's probation.

As the case moved through the courts, the school argued that teachers have to enforce discipline. To do this, they said, teachers must be able to search students' purses and lockers.

May school officials legally search a student's purse?

____ YES ____ NO

Your reasoning:____

____

3. Book Banning. In the 1970s, an organization called Parents of New York United drew up a list of works they felt were offensive to Jews and Christians. Their list also included works they considered too "filthy" for students to read.

The school board of the Island Trees Union Free School District removed nine books on this list from its high school and junior high libraries. The banned books included Kurt Vonnegut's Slaughterhouse Five, Piri Thomas's Down These Mean Streets, Desmond Morris's The Naked Ape, and Bernard Malamud's The Fixer (winner of 1967 Pulitzer prize for fiction).

Several students sued the school board for violating their First Amendment rights to free speech and free inquiry. The school board argued that it had a right to promote democratic values, including respect for authority.

May a board of education remove books from a school's library?

____ YES ____ NO

Your reasoning:____

____

4. Juvenile Courts. In 1964, a probation officer in Globe, Arizona, brought Gerald Gault, 15, before a juvenile court. The officer said that Gault, already on probation, had admitted making obscene phone calls. The boy had no lawyer. His accuser did not appear in court. Nevertheless, the judge committed him to a state reform school.

Gault's parents objected. They said the court had denied their son the protection of the Fifth and Sixth Amendments to the Constitution. The Fifth Amendment allows an accused person to refuse to be a witness against himself. The Sixth Amendment guarantees our right to confront witnesses against us and to be defended by an attorney.

The lawyers defending Arizona argued that such protections were not needed in juvenile court. They said that the goal of these courts is not to label teens criminals, but to help them reform.

Do the Fifth and Sixth Amendments apply to teens in juvenile court?

____ YES ____ NO

Your reasoning:____

____

5. Jury of Peers. In the early 1970s, the Louisiana Constitution and the Louisiana Code of Criminal Procedure provided a special exemption for women if they did not want to serve on a jury. This exemption was rooted in the tradition that women are the center of home and family life. Men in Louisiana had no exemption. They had to serve.

Billy J. Taylor was convicted of the crime of kidnapping in Louisiana. He claimed that the Louisiana special jury exemption for women resulted in his being tried by a jury that had no women on it. Therefore, he said he was denied a trial by a jury that represented the whole community, which was a violation of the Sixth Amendment of the Constitution.

Is a defendant's trial unfair if his jury does not include women?

_____ YES _____ NO

Your reasoning: ____

____

____

____

Worksheet 9E

THE COURT'S DECISIONS

Now read summaries of the Supreme Court's decisions in each case.

1. ENGEL v. VITALE (1962):

   By a 6:1 vote, the Supreme Court held that use of the prayer was "wholly inconsistent with the...[First Amendment]."

2. NEW JERSEY v. T.L.O. (1985):

   The Supreme Court decided that the search of the girl's purse was reasonable under the Fourth Amendment. It said that maintaining order in a school takes priority over an individual student's right to privacy.

3. PICO v. BOARD OF EDUCATION (1982):

   The Justices were divided and no single opinion commanded a majority. They did agree that a school board may ban books it considers unsuitable for children -- but not simply because the books express unpopular political views.

4. IN RE GAULT (1967):

   The Court ruled 8:1 that Gault had been deprived of his due-process rights. It found that Arizona's juvenile court violated the Fourteenth Amendment by failing to provide adequately for Gault's rights of counsel, confrontation, of cross-examination of witnesses, and against self-incrimination.

5. TAYLOR V. LOUISIANA (1975):

   The Supreme Court ruled that special exemption treatment for women was unconstitutional because the defendant had a Sixth Amendment right to be tried by a jury that is representative of the community, which includes women.

Adapted from: 200 Years of the U.S. Judiciary, 1790-1990, Skills Handbook, (New York: Scholastic Inc., 1990), pp. 16-17, 25. Permission pending.

UNIT FOUR: EXPERIMENTS IN GOVERNMENT

Learning Activity #10

Themes: Contributions, Struggle for Equality

Focus Question: Is the Constitution flexible enough to meet the challenges of changing times?

Background:

The writers of our Constitution recognized that society would change and that government would also have to change. James Madison said, "In framing a system which we wish to last for ages, we should not lose sight of the changes which ages will produce." The founders authored a constitution that has provided stability and yet has proved adaptable to the needs of our changing country.

The flexibility of the Constitution is made possible by the formal process of amendment, which changes the text of the Constitution; by judicial review, which changes the way the document is interpreted; by congressional use of implied powers, which creates new laws; and by custom and tradition which have allowed various practices to be incorporated into our governmental system.

Major Ideas:

- The United States Constitution has endured, with relatively few modifications, because of built-in procedures which accommodate CHANGES in American society.
- As American society CHANGED, a series of practices and procedures evolved into an "unwritten constitution."

Concept:

- Change

Performance Objectives: Students will be able to:

- Explain the process of formally amending the Constitution.
- Evaluate the significance of amendments passed since the Bill of Rights.
- Explain how Supreme Court decisions have allowed our government to change with the times.
- Identify customs and traditions that have become part of the nation's "unwritten constitution."
- Assess the degree to which built-in features of the Constitution have allowed our system of government to endure.

Development:

. Distribute Worksheet 10A, "Amendments Since the Bill of Rights." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- Why were these amendments passed?

- How do these amendments expand the Constitutional rights of the American people? Explain.

- To what degree do these amendments restrict the rights of citizens? Explain.

- In your opinion, which amendments are most important? Least important? Explain.

- Do you think the government should have passed an amendment dealing with the consumption of alcohol? Explain.

- Are there any new amendments which you think should be added to the Constitution? Explain.

. Distribute Worksheet 10B, "The Amendment Process." Have students complete the exercise, then have them explain their answers to the following questions:

- What does this chart tell us about the process of amending the Constitution?

- How can an amendment be proposed?

- How must an amendment, once proposed, be approved?

- How does this chart help explain why, since the adoption of the Constitution in 1787, only 26 amendments have been passed?

- Why do you think the framers of the Constitution intentionally made it difficult to amend the document? Should the amendment process be made easier? Why or why not? How would you change the process?

. Distribute Worksheet 10C, "The Elastic Clause." Have students complete the exercise and explain their answers to the following questions:

- In your own words, what is the elastic clause?

- Why is Article 1, Section 8 called the elastic clause?

- How does the elastic clause stretch the powers of the federal government?

- How did the writers of the Constitution show foresight in including the elastic clause?

- Could the government today function without the elastic clause? Explain.

- Does the elastic clause give the federal government too much power? Explain.

. Distribute Worksheet 10D, "Supreme Court Decisions Allow For Change." Have students read and complete the exercise. Then have them explain their answers to the following questions:

- What were these two cases about?
- How did the Supreme Court decide the Plessy case in 1896?
- How did the Court's decision in the Brown case reverse the Plessy decision?
- How did the Supreme Court's interpretation of the Fourteenth Amendment to the constitution change over time?
- Can "separate" ever be "equal"? Why or why not?

. Distribute Worksheet 10E, "Recent Equal Protection Cases." Have students complete the exercise and explain their answers to the following questions:

- What were these cases about?
- How did the Supreme Court decide the Bakke case? The Phillips case?
- How did the Supreme Court interpret the "equal protection" clause of the Fourteenth Amendment in each of these cases?
- How did the Jose P. and Lora cases extend the meaning of "equal protection"?
- As a federal judge hearing cases like these, how would you be inclined to vote? Explain.

. Distribute Worksheet 10F, "Thurgood Marshall on the Constitution." Have students read and explain their answers to the following questions:

- What does this editorial tell us about Justice Thurgood Marshall's view of the Constitution?
- Does Justice Marshall think that we should celebrate the bicentennial of the signing of the original document? Explain.
- What does Justice Marshall mean when he says, "The true miracle was not the birth of the Constitution, but its life"?
- Do you agree with Justice Marshall that the bicentennial celebration should not be a "blind pilgrimage to the shrine of the original document," but instead inspire "a sensitive understanding of the Constitution's inherent defects, and its promising evolution through 200 years of history"? Explain.

. Distribute Worksheet 10G, "The Written and Unwritten Constitution." Have students, working in pairs, complete the exercise on the worksheet. Then have students explain their answers to the following questions:

- What does this drawing tell us about the ways our government has changed since George Washington's time?
- Which of the changes shown here are the result of changes (amendments) written into the Constitution?
- Which changes are the result of customs and traditions?
- Can you name any other customs that have become part of our nation's "unwritten constitution"? Explain.
- Do you think the Constitution is too easy or too difficult to amend?
- To what degree have the built-in features of our Constitution allowed our government to endure? Explain.

Follow-up Activities:

. Have students debate whether the proposed amendment to ban flag burning should be adopted. Debate other recent issues that have been considered for amendments, such as reintroduction of the Equal Rights Amendment or amendments that would permit prayer in public schools, or prohibit abortion.

WORKSHEET 10A

AMENDMENTS SINCE THE BILL OF RIGHTS

Listed below are 13 important amendments passed after the Bill of Rights. Rank the amendments in terms of their importance to you, using the scale below:

1	2	3
Not very important to me	Somewhat important to me	Very important to me

Amendment	Date	Summary	Rating	Reason
Thirteenth	1865	Abolished slavery.		
Fourteenth	1868	Freed slaves; made slaves and former slaves citizens and guaranteed them due process and equal protection under the law.		
Fifteenth	1870	Gave the right to vote to freed Black men.		
Sixteenth	1913	Established the income tax.		
Seventeenth	1916	Provided that senators would be elected directly by the people.		
Eighteenth	1919	Prohibited the sale of alcoholic beverages.		
Nineteenth	1920	Gave the vote to women.		

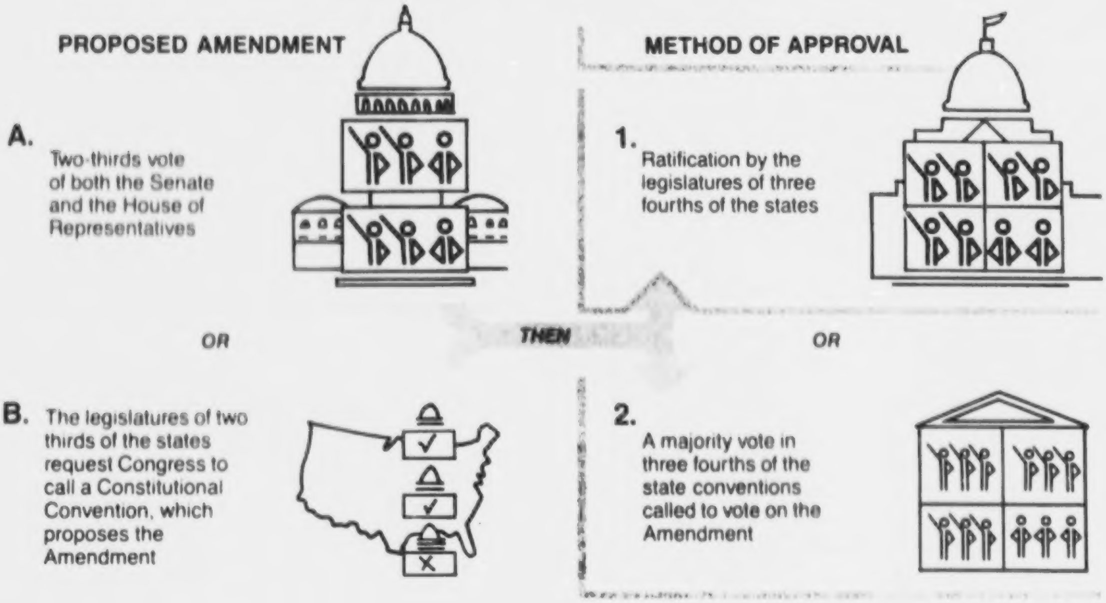
WORKSHEET 10A, AMENDMENTS SINCE THE BILL OF RIGHTS (continued)

Amendment	Date	Summary	Rating	Reason
Twenty-first	1933	Repealed the Eighteenth Amendment.		
Twenty-second	1951	Limited the presidency to two terms.		
Twenty-third	1961	Gave residents of Washington, D.C., the right to vote in presidential elections.		
Twenty-fourth	1964	Prohibited a poll tax as a requirement for voting.		
Twenty-fifth	1967	Provided for succession to the presidency and vice-presidency in case of illness or resignation.		
Twenty-sixth	1971	Gave the vote to eighteen-year-olds.		

Worksheet 10B

THE AMENDMENT PROCESS

AMENDING THE CONSTITUTION



A. Two-thirds vote of both the Senate and the House of Representatives

B. The legislatures of two thirds of the states request Congress to call a Constitutional Convention, which proposes the Amendment

1. Ratification by the legislatures of three fourths of the states

2. A majority vote in three fourths of the state conventions called to vote on the Amendment

D. Ritchie, M. Altoff, and R. Wilson, Heritage of Freedom, Vol. 1 (New York: Scribner Educational Publishers, 1986), p. 153. Permission pending.

Exercise:

Check (✓) the statements below that are supported by the information in the above chart.

______ A majority vote of the House and Senate is needed to propose an amendment to the United States Constitution.

______ Three-fourths of the state legislatures must approve an amendment for it to be added to the Constitution.

______ The framers of the Constitution arranged for two alternative ways of proposing amendments and two alternative methods of approval.

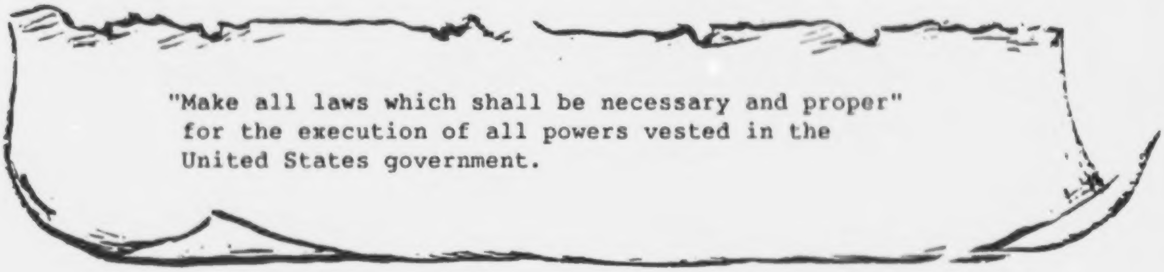
______ An amendment can be proposed if the legislatures of two-thirds of the states ask Congress to call a Constitutional convention, which then proposes an amendment.

WORKSHEET 10C

THE ELASTIC CLAUSE

Article 1, Section 8 of the Constitution is called the "elastic clause" because it gives Congress the ability to pass laws that will help carry out its delegated powers. The elastic clause has been the basis for many informal changes in the Constitution.

Congress shall have power to:



"Make all laws which shall be necessary and proper" for the execution of all powers vested in the United States government.

Study the list below (left) of powers delegated in the Constitution to Congress. Decide which delegated federal power listed was "stretched" with the elastic clause to allow for each act of Congress listed below (right). Write the letter of the delegated power next to the Congressional act that corresponds to it. You will choose some delegated powers more than once -- others not at all.

Delegated Powers

A. To collect taxes.
B. To provide for the general welfare.
C. To borrow money.
D. To regulate interstate and foreign commerce.
E. To declare war.
F. To set standards for weights and measures.
G. To coin money.
H. To control the postal system.
I. To regulate patents and copyrights.
J. To establish and support the armed forces.

Acts of Congress

____ 1. Control of television and radio.
____ 2. Space program.
____ 3. Social Security.
____ 4. Regulation of the airlines.
____ 5. Draft laws.
____ 6. Federal income tax.
____ 7. Federal hijacking laws.
____ 8. Control of nuclear power.
____ 9. National bond system.
____10. Standards for food and drugs.

Worksheet 10D

SUPREME COURT DECISIONS ALLOW FOR CHANGE

Supreme Court decisions over the years have changed the way the Constitution is interpreted. Read the two cases below -- one decided in 1896, the other in 1954. Rate the Court's decision in each case, using the scale below. Write a reason for your ratings on the line provided.

SCALE

Terrible! -4 -3 -2 -1 +1 +2 +3 +4 Terrific!

Plessy v. Ferguson. On June 7, 1892, Homer Plessy purchased a first-class ticket on the East Louisiana Railway. Plessy, who had both black and white ancestors, sat in a coach reserved for whites. The conductor demanded that Plessy move to the coach where blacks, by state law, were forced to sit. When Plessy refused, he was jailed and brought to trial.

Plessy sued the judge. He claimed that the state's segregation policy was unconstitutional under the Fourteenth Amendment (1868). This amendment guarantees "equal protection of the law" to all.

In 1896, by an 8:1 vote, the United States Supreme Court upheld Louisiana's right to establish "separate but equal" railway coaches. But there was a strong dissent. Arguing against the decision, Justice John Marshal Harlan said "The Constitution is color-blind, and neither knows nor tolerates classes among citizens."

Rating: ________

Reason: ____

____

____

____

____

Brown v. Board of Educaton of Topeka. In the early 1950s, Linda Brown, 11, walked 20 blocks to and from school each day. She could not attend the school much closer to her home. It was for whites only.

Linda's father sued the Topeka, Kansas school district for an end to the segregation within its system. In effect, he wanted to overturn the 1896 Plessy decision, which had permitted racial segregation. Brown based his suit on the "equal protection" clause of the Fourteenth Amendment.

The United States Supreme Court heard the case in 1954. In a 9:0 decision, it supported Brown's suit. The Court agreed that forced segregation in public schools "generates a feeling of inferiority" among the minority group. Such segregation, said the Court, "may affect their hearts and minds in a way unlikely ever to be undone." The Brown decision reversed Plessy and paved the way for the civil rights laws of the 1960s.

Rating: ________

Reason: ____

____

____

____

____

---

200 Years of the United States Judiciary, 1790-1990, Skills Handbook (New York: Scholastic, 1990), pp. 12, 13. Permission pending.

Worksheet 10E

RECENT "EQUAL PROTECTION" CASES

The Supreme Court continues to interpret the meaning of the "equal protection" clause of the 14th Amendment, and the lower federal courts, in deciding the cases that come before them, draw on Supreme Court precedents.

Read the case summaries below. Rate the court's decision in each case, using the following scale. Write a reason for your rating on the lines provided.

Terrible! -4 -3 -2 -1 +1 +2 +3 +4 Terrific!

Bakke v. Regents of the University of California (1978). In 1971, the Davis Medical School in the University of California set up two admissions policies. One was for "the disadvantaged" -- Blacks, Mexican Americans, Asian Americans, and Indians. The other was for whites.

Alan P. Bakke, who is white, applied to Davis in 1973. He was turned down then, and again in 1974. Knowing that minority students with lower test scores were getting into Davis, Bakke decided to sue the university. He claimed that Davis's two admissions policies violated the 1964 Civil Rights Act, which bans racial discrimination. Bakke also sued under the 14th Amendment, which guarantees equal protection for all persons.

The university claimed that Blacks had been held back by centuries of discrimination. It said that they would not enjoy racial equality unless they were offered special opportunities.

After studying the case, the Court found that Bakke's rights under the "equal protection" clause of the 14th Amendment had been violated, and it ordered Davis Medical School to admit him. But it also offered the opinion that Davis could take race into account, in other ways, as it shaped its future admissions policies.

Rating: ________

Reason: ____

---

200 Years of the United States Judiciary, Skills Handbook 1790-1990 (New York: Scholastic, 1990) p. 16. Permission pending.

Phillips v. Martin Marietta Corporation (1966). In 1966 Ida Phillips applied for a position with the Martin Marietta Corporation in Florida. Part of the corporation's screening process was to find out whether female applicants had young children. In the corporation's view, young children take up a lot of a woman's time and energy, thus interfering with her work performance. Women such as Ida Phillips, who had two pre-schoolers, were denied jobs for that reason.

When Ida Phillips was rejected for the job, she decided to take the corporation to court, where her lawyers argued that she had not been treated equally. She charged the company with discriminating against women because male applicants were not questioned about their children and were hired whether or not they had young children.

After studying the case, the Court concluded that the corporation's lawyers had not proved that family responsibilities of a mother with young children would get in the way of job performance. Therefore, the Court ruled in favor of Ida Phillips, declaring that the company could not have "one hiring policy for women and another for men."

Rating: _______

Reason: ____

James E. Davis and Phyllis Maxey Fernlund, Civics: Participating in Our Democracy (New York: Addison-Wesley Publishing Company, 1991), p. 162. Permission pending.

Jose P. v. Ambach (1979). The case commonly referred to as Jose P. v. Ambach is actually the title given to three cases involving the rights of handicapped students between the ages of 15 and 21 to a free and appropriate education. The case was heard in the United States District Court, Eastern District of New York.

Each case was brought as a class action, with the plaintiffs representing different, though overlapping, groups of handicapped students. The defendants in these cases included Gordon Ambach, the Commissioner of the State Education Department of New York and the New York City Board of Education.

Taken together, the lawsuits alleged that the defendants had violated the Education for All Handicapped Children Act by failing to evaluate students and place them in appropriate programs in a timely fashion, develop adequate individualized education programs (IEPs), educate students in the least restrictive environment and provide appropriate bilingual/bicultural services to handicapped students who were limited in English proficiency.

After studying the case, the court entered a judgment against the defendants. The defendants were ordered to establish school-based support teams to complete evaluations in the appropriate language at the school level; to ensure placement in a timely manner, and to implement mainstreaming requirements.

Rating: _______

Reason: ____

____

____

____

____

Worksheet 10E (continued)

Lora v. Board of Education (1979). In 1975, a suit was filed in U.S. District Court, Eastern District of New York, on behalf of Black and Latino students in the New York City Public Schools who were placed in special day school programs because of severe emotional disturbances which had resulted in anti-social behavior.

The plaintiffs, Isaac Lora and other youths, argued that their constitutional rights were violated by the assessment procedures and special education placements of the Board of Education. These procedures, they argued, resulted in a disproportionate number of Black and Latino students being assigned to the special day schools.

The court, after studying the case, found that the plaintiffs' constitutional rights had been violated. The court required the New York City Board of Educaton to establish non-discriminatory referral, evaluation, and placement procedures.

Rating: ________

Reason: ____

Worksheet 10F

THURGOOD MARSHALL ON THE CONSTITUTION

Justice Thurgood Marshall was appointed 20 years ago as the first and to date only African-American justice to the United States Supreme Court. It was Marshall who, as director of the NAACP Legal Defense and Educational Fund, argued and won the landmark school desegregation case, Brown v. Board of Education in 1954. Recent comments by Justice Marshall about the Bicentennial celebration of the Constitution inspired the editorial that is adapted below.

Thurgood Marshall: A Raspy Voice for Justice

Thurgood Marshall has been called an old curmudgeon, an unrepenting liberal, a judicial maverick, and doubtless many other things by his critics.

And he didn't calm things any with a recent speech in which he charged that the United States Constitution was "defective from the start."

What decent American would bash the supreme law of the land and the Founding Fathers all at once -- particularly during this bicentennial year? Certainly not a jurist of the highest court!

During a time of celebrations and parades and bicentennial banner-waving, it would be easy to lose sight of the Constitution's real significance, Mr. Marshall points out. He explains that the framers failed to adequately deal with racism and bigotry. Is this unpatriotic? Not at all. Marshall wants Americans to understand that it took two centuries of evolution to repudiate slavery and give all citizens "equal protection under the law."

It took a civil war and a trio of constitutional amendments -- the 13th, 14th, and 15th -- to establish the principle of full and fair justice, he said.

Marshall was not putting down the "miracle at Philadelphia." But he says it must be seen in perspective: "The true miracle was not the birth of the Constitution, but its life." He added that he hoped that this year's celebration will not be a "blind pilgrimage to the shrine of the original document," but will inspire a sensitive understanding of the Constitution's inherent defects, and its promising evolution through 200 years of history."

Do those sound like the words of a naysayer, a doom-caster?

Marshall is sometimes cantankerous. He has been known to be grumpy on the bench. But he is a staunch defender of the Constitution and the inherent rights it affords to all Americans.

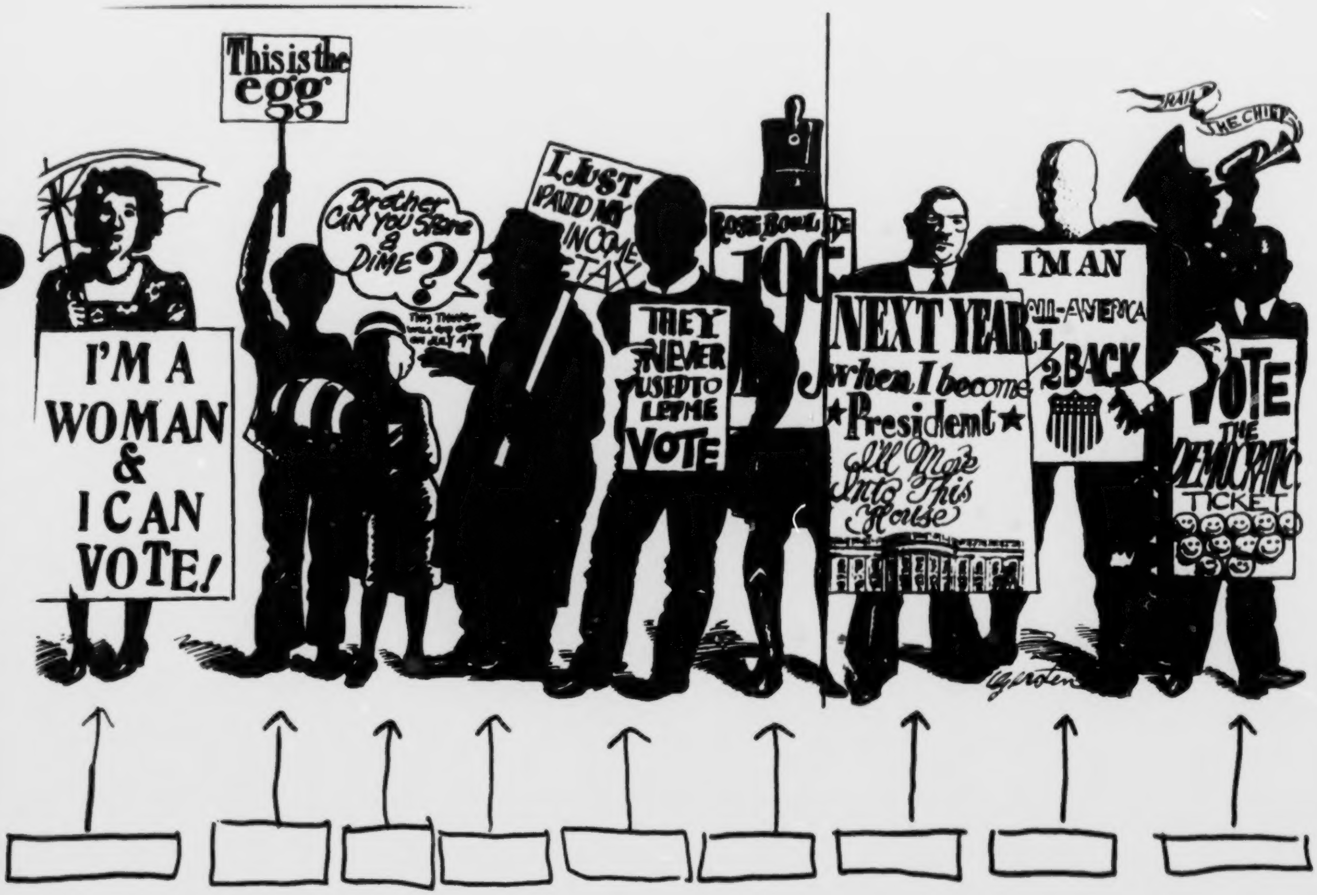
Adapted from: The Christian Science Monitor, May 21, 1987. Permission pending.

Worksheet 10G

WRITTEN AND UNWRITTEN CONSTITUTION

The people in the cartoon below show some of the ways that the United States government has changed since the days of George Washington. Some of the signs that they are holding stand for changes that were made by amending the Constitution. Other signs stand for political habits or customs that have become part of the American life and are often referred to as our "unwritten constitution." Others are just jokes and have nothing to do with the Constitution or with politics. Use the spaces provided below the picture to identify which signs stand for:

- . Amendments (A)
- . Customs (C)
- . Jokes (J)


This is the egg
I'M A WOMAN & I CAN VOTE!
Brother CAN YOU Spare a DIME?
I JUST PAID MY INCOME TAX
THEY NEVER USED TO LET ME VOTE
ROSE BOWL 19
NEXT YEAR when I become ★President★ I'll Move Into This House
I'M AN ALL-AMERICA 1/2 BACK
HAIL THE CHIEF
VOTE THE DEMOCRATIC TICKET

Steven Jantzen and Carolyn Jackson, eds., Foundations of Our Government (New York: Scholastic, 1989), pp. 180-181. Permission pending.

BEST COPY AVAILABLE

Unit 4: Bibliography

Allen, James Egert. The Negro in New York. Pompano Beach, FL: Exposition, 1964. Covers Black history and experience in New York from the colonial days (1625) to protest days (1964).

Berry, Mary F. Black Resistance/White Law: A History of Constitutional Racism in America. Englewood Cliffs, NJ: Prentice-Hall, 1971. Berry demonstrates that government reaction to racial violence was slow and uneven until it presented a threat to whites. The central government readily used force to prevent slave revolt, but did not oppose actions intended to suppress abolitionist activity.

Borland, Hal. When the Legend Dies. New York: Bantam Books, 1963. This is the story of a young Native American who struggles in the white world and finally decides to live in the wilderness. Readers can begin to consider the conflicts involved when two cultures exist simultaneously under one government.

Clinton, Susan. Story of Susan B. Anthony. San Francisco, CA: Children's Book Press, 1986. As a young girl, Anthony realized how limited were the rights of women. This biography shows her in the forefront of antislavery, women's rights, and temperance movements.

Ferris, Jeri. Walking the Road to Freedom. Minneapolis, MN: Carolrhoda, 1988. Sojourner Truth brought to the people of the northern states her story of slavery.

Flexner, Eleanor. A Century of Struggle: The Women's Rights Movement in the United States. New York: Athenum, 1968. This book is a study of the women's rights movement from its origins to 1920.

Foner, Jack D. Blacks and the Military in American History. New York: Praeger Publishers, Inc., 1974. This is a detailed history of the role Blacks played in the military services from the Colonial period through the Vietnam War. Sources include official documents, records, and newspaper stories.

Freedman, Russell. Indian Chiefs. New York: Holiday House, 1987. These biographies recount the major happenings in the lives of six Native American. Also covered are the decisions made by the U.S. government concerning relocation.

Giddings, Paula. When and Where I Enter: The Impact of Black Women on Race and Sex in America. New York: Bantam Books, 1988. Draws on speeches, diaries, letters, and other original sources to describe how Black women transcended both sexism and racism from the seventeenth century to the present.

Gluck, Sherna, ed. From Parlor to Prison: Five American Suffragists Talk About Their Lives. Vintage Books, 1976. Oral histories of five diverse women whose lives were caught up in the struggle for woman's suffrage, including Laura Ellsworth Seiler and Ernestine Hara Kettler from New York State.

Ingraham, Gloria D. *Album of American Women: Their Changing Role*. New York: Watts, 1987. Traces the history and the issues of women's struggles for equal rights.

Latham, Frank B. *The Dred Scott Decision, March 6, 1857: Slavery and the Supreme Court's "Self-Inflicted Wound"*. New York: Watts, 1968. The most famous slavery case in U.S. history is described here with a discussion of the events leading up to it, the Supreme Court trial, and the implications of the outcome.

Levinson, Nancy Smiler. *First Women Who Spoke Out*. Minneapolis, MN: Dillon, 1983. Briefly identifies the lives and contributions of six women who spoke out for the rights of women and abolition of slavery.

Nabokov, Peter, ed. *Native American Testimony: An Anthology of Indian and White Relations, First Encounter to Dispossession*. New York: Crowell, 1978. Indian and white relations are presented through a series of excerpts from Native American speeches, writings, and stories.

Spangler, Earl. *The Negro in America*. Minneapolis, MN: Lerner, 1969. A history of African-Americans in American life, with emphasis on their long struggle for equal rights from colonial days to the 1960s.

Vogal, Virgil J. *This Country Was Ours: A Documentary History of the American Indian*. New York: Harper and Row, 1974. This is a thorough, chronological history of the Native American from prehistory to the present. It uses laws, treaties, letters, official reports, court decisions, and party platforms to reveal the injustices committed against the Native American.

Washburn, Wilcomb E. *Red Man's Land/White Man's Law: A Study of the Past and Present Status of the American Indian*. New York: Charles Scribner and Sons, 1971. Washburn details the history of the legal steps involved in the imposition of alien political authority upon the Native Americans. Students will find a twenty-page section on constitutional rights especially valuable.